TEACHER'S EDITION

BASIC GOALS IN SPELLING

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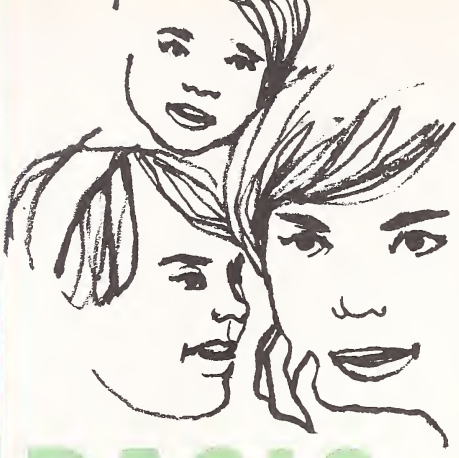
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8 TEACHER'S EDITION

BASIC GOALS IN SPELLING

SECOND EDITION

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TO THE TEACHER

HOW WE LEARN TO SPELL

In an interesting analysis of the kinds of spelling knowledge which people have, Dolch[1] discusses hand-spelling, lip-spelling, ear-spelling (i.e., phonetic spelling), eye-spelling, and thought-spelling. By hand-spelling, he means the automatic writing of the literate, who has spelled the words he uses so often that he no longer needs to think of the sequence of the letters. This is, of course, no method of learning to spell; it is an advanced stage of spelling skill. The practice of making children write words many times in order to learn spelling is probably an ill-advised effort to develop this advanced skill of the able writer.

Lip-spelling (calling off the names of the letters in sequence) is probably the result of memorizing the letter-sequence of words. When children look at words in a spelling text, they tend to say the letters because it is the simplest thing to do. The objection is obvious. Each word then presents a separate chore of memorization. If each word to be used in writing must be learned in this tedious way, it is small wonder that many children do not achieve a high degree of spelling skill.

There are several varieties of phonetic (ear) spelling. Beginning spellers can be taught to recognize consonant and medial-vowel sounds. They learn to associate the sounds with the symbols and to say their words carefully in order to spell them.

Competent spellers often separate long words into syllables and use the sounds within the syllables to spell the parts. Practiced users of this auditory method need not say the sounds but can "think" them silently. Errors can easily be made if the word is mispronounced or if the sounds are blurred. The common, though unwarranted, objection to the use of this method is that English is not phonetic and that too many words are irregularly spelled.

Most generally advocated in spelling texts is the method of visual imagery, or eye-spelling. People often use one form of this method when they write out several versions of a word to "see whether it looks right." Instructions in spelling texts commonly urge the learner to look "hard" at the visual form of the word, to close his eyes and try to "see" it, and then to write it. Many children do not retain clear images of words, and apparently many fail to visualize accurately the middle parts of words, where most errors occur.

Whatever method is used to learn spelling, most people supplement it with "logical" or thought-spelling. This might be called spelling by analogy, which is the basis for most structural generalizations. We often form plurals or append prefixes and suffixes by analogy, use mnemonic devices to recall the spelling of word parts, or remember the similar spelling of word families.

As a matter of fact, most people probably use all of these ways to learn to spell words or to recall spellings later. In time, so much of our spelling becomes "hand-spelling" that we have difficulty analyzing clearly our own spelling methods or recalling how we originally learned to spell. It is also true that many of the spelling generalizations we use have never been consciously formulated.

There is a widespread conviction that increasingly effective use can be made of phonetic and structural generalizations in methods of studying words and acquiring spelling power. Dolch in his spelling analysis[2] suggests a series of steps for studying spelling:

---

1 E. W. Dolch, *Better Spelling* (Champaign: The Garrard Press, 1942).

2 *Ibid.*, pp. 52-86.

1. Say the right sound of the word.
2. Check whether the word is spelled as it is sounded.
3. Use thought-spelling, eye-spelling, or lip-spelling to learn the parts which are not spelled as sounded.

Note that step 2 can be done only if the learner is equipped with a group of phonetic generalizations which enable him to determine whether a word is spelled as it is sounded. Dolch says:

> If neither hand-spelling nor lip-spelling does the work in spelling a long word, the sound of the separate syllables will be thought one at a time, and each will be "translated" into certain letters. The basis of this "spelling by ear" or ear-spelling is a habit of spelling each particular sound in a particular way. Most persons have some habitual way of spelling each sound of the language.[3]

Foran protests against the practice of depending upon lip- and eye-spelling methods:

> The idea was firmly held that pupils could spell only the words that they had specifically learned. Each learning act was restricted to its own specific content. There could be no generalization for two reasons. The learning activities were specific and the unphonetic nature of English spelling precluded whatever tendency there might otherwise have been to generalize experiences. Accordingly, the teaching of spelling was based on the principle that any word worth learning must be taught for it could not be learned, or at least was not learned, because some word that was similar to it had been learned. Whatever grouping of words there might be was justified not on the basis of facilitating learning, but on that of convenience. Some authorities refused to accord any value to such grouping. Spelling consisted then of the learning of about four thousand words, none of which contributed anything to the spelling of any other word.[4]

Hanna and Moore discuss the problem in some detail:

> What about the excuse so many give for failure in spelling — "English is not a phonetic language"? It is true that, compared with languages of most primitive peoples and with the languages of many advanced countries, English seems almost monstrous in its complicated phonics. However, in spite of its many imperfections, the English system of writing is in origin and in its main features phonetic, or alphabetic.
>
> The alphabetic nature of our writing can be most clearly illustrated when we combine letters that do not make a word and yet we find ourselves clearly guided to the utterance of the speech sound. Thus, anyone can read and spell such nonsense syllables as *nin*, *mip*, and *lib*. . . .
>
> It is important that we guard against placing too much stress on the nonphonetic aspects of the English language and that we utilize the most effective way of stressing the phonetic elements of our language in the building of spelling power.[5]

In agreement with Dolch, the writers add:

> There are definite groups of words and syllables in the English language which belong in certain phonetic categories. The child should learn such group patterns inductively. He should eventually develop a sense of the probable letter or letters to be used to represent the speech sounds as they occur in words belonging to such group patterns.[6]

In extension of this point, Kottmeyer has observed:

> . . . the objection is commonly made that, as many English words are not "phonetic," the learning of auditory-visual relationships is not only useless, but is confusing and leads to spelling errors. It should, however, be obvious that deviations from regular phonetic patterns do not limit the usefulness of the device. Thus when a child scrutinizes a word he wishes to learn to spell, he may observe that it is spelled "phonetically" — that is, it is spelled as he expects it to be spelled. He notes this fact and tries to remember to spell it phonetically when the need arises. If, on the other hand, the word deviates from regular phonetic pattern — that is, it is not spelled as he expects it to be spelled,

---

[3] *Ibid.*, p. 34.

[4] T. G. Foran, *The Psychology and Teaching of Spelling* (Washington: The Catholic Education Press, 1934), p. 114.

[5] P. R. Hanna and J. T. Moore, "Spelling — from Spoken Word to Written Symbol," *The Elementary School Journal*, LIII (February, 1953), p. 330.

[6] *Ibid.*, p. 337.

he notes the nature of the deviation. In other words, he looks *discriminatingly* at the word. Looking at a word discriminatingly means that we *observe agreement with or deviation from* our body of phonetic generalizations.[7]

Similarly, Lloyd and Warfel conclude:

> Yet with all its gaps and inconsistencies and in spite of its variation from person to person and place to place, this phonemic core of letter equivalents for speech-sounds keeps English spelling from being a list of words that each of us must learn one by one. . . . It accounts for most of the spellings of most of the words we read and write. . . . It is the central regularity in an irregular system.[8]

THE PURPOSE AND APPROACH OF BASIC GOALS IN SPELLING

In accordance with these observations, the BASIC GOALS IN SPELLING series goes beyond merely presenting those words most commonly used at each grade level and has as its primary purpose the development of spelling power.

The authors believe that spelling power is possible only when pupils have learned to look discriminatingly at printed symbols. It is possible, of course, to require rote memorization of the sequence of letters in words. It is even possible to get many children to perform this chore with varying degrees of success. However, such activities contribute little to the development of spelling power.

Out of our many experiences with printed symbols in reading and writing, we make generalizations. Many of these generalizations are made so unconsciously that we have difficulty defining them. Clever learners from books are those who make such generalizations readily and rapidly. When young book learners deal with spelling lists of words randomly grouped, it is difficult to make generalizations because the phonetic and structural characteristics of commonly used words vary widely.

The words are therefore presented in a planned sequence to give pupils optimum opportunity to formulate spelling generalizations which will apply to thousands of words — not merely to those in the weekly spelling list. Being equipped with these rudimentary generalizations, learners will find themselves able to look discriminatingly at *all* printed symbols. To look at words discriminatingly means *to observe agreement with or deviation from* a body of phonetic and structural generalizations. This is the invariable habit of the skillful speller, a habit which must be developed early. Once the learner has formulated a body of phonetic and structural generalizations, it matters much less that English spelling is not perfectly consistent. Deviations from expected spellings become conspicuous to him, and he learns irregular spellings by mnemonic devices, visual memory, or any of the other standard devices for remembering the spelling of words.

In order to use this text effectively, the teacher should be familiar with the systematic progression of phonetic and structural spelling skills presented in the first six grades of the BASIC GOALS IN SPELLING series. These skills are briefly outlined in the teacher's edition for those grades and pages xiii–xviii of this book.

If all the pupils have had the entire program, and if it has been carefully taught, the text content for this grade can be comfortably learned. If this is not true, some adjustment of the learning material may be desirable. The basic phonetic and structural skills for spelling are presented in the second- and third-grade texts of this series. The fourth-, fifth-, and sixth-grade texts systematically review and extend both these skills and related language arts skills.

The pupil should enter this grade with mastery of the phonetic and structural generalizations which enable him to look at printed words discriminatingly — to note agreement with or deviation from these generalizations. He should be able to use a dictionary competently, for in the fourth-grade text

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[7] William Kottmeyer, "On the Relationship of Word Perception Skills in Reading and in Spelling," *Education*, LXXII (May, 1952), p. 602.

[8] Donald J. Lloyd and Harry R. Warfel, *American English in Its Cultural Setting* (New York: Alfred A. Knopf, 1956), p. 353.

the basic dictionary skills are presented; in the subsequent texts they are reviewed and extended. The pupil should habitually write legibly, for in the fourth-, fifth-, and sixth-grade texts the basic elements of good handwriting are taught and reviewed as part of the weekly spelling activities. He should have an interest in and considerable knowledge of the origins of many words, for each regular unit in the texts from Grade Four on presents a story about an interesting word, in a pattern similar to the one used throughout this text.

GROUPING PUPILS

As the program in the first six grades of the BASIC GOALS IN SPELLING series is sequential and substantial, pupils who have not studied the program may find the content for this grade difficult. In such cases, it is necessary for teachers to adjust the learning material to the abilities of the pupils.

In order to facilitate such grouping when it is necessary, the authors have provided three diagnostic spelling tests (see pages xiii–xviii of this Teacher's Edition).

A study of pupil performance on one or more of these tests will enable the teacher to secure helpful information about a group of new pupils and should indicate which text will be most useful for the pupils.

A teacher cannot be expected to work with more than three groups in a class. To have three reading groups and three spelling groups requires considerable managerial skill and energy. In the larger junior high schools, this problem of adjusting material can be simplified by homogeneous grouping of the English classes. Teachers should not hesitate to use lower-grade books with some groups.

SELECTION AND ARRANGEMENT OF VOCABULARY

As has been indicated previously in this section, the basic phonetic and structural generalizations have been consistently taught and reviewed in the earlier grades. The spelling vocabulary for this text was formulated by giving consideration to the usual sources of research, particularly the Rinsland list, on frequency of writing use.

From this list were eliminated the simple monosyllabic words which offer no spelling problem, but which are often reported at these higher grade levels because they are used infrequently in the lower grades. The words were analyzed to determine their phonetic and structural characteristics. Tentative groupings were made, which were then adjusted to total twenty words per unit, the number of new words to be presented in each unit in this grade.

The units were then arranged to illustrate the generalizations sequentially in the most reasonable learning order. Thus, as pupils are confronted with a group of words which they will need to spell, they can be led to perceive and retain generalizations which will apply to hundreds or thousands of other words. When pupils make these generalizations, they grow in their power to look discriminatingly at all words they see in print and thus, in a sense, "study" spellings whenever they look at any printed forms. The advantage of this is immediately obvious; no other method develops power to spell as well as this one.

The nature of the spelling vocabulary at this grade level naturally requires much more emphasis upon structural generalizations than upon phonetic ones. Thus the units deal heavily with syllabic division; with prefixes, suffixes, and roots; with root changes before suffixes; with silent letters; with irregular plurals; with similar word pairs; with unexpected spellings; with homonyms; and with the origins of our English words in other languages.

REVIEW PROGRAM

In Grades Three through Six, each regular unit includes two review words from the previous grade. These review words are those words which pupils at each grade level find most difficult to spell, according to available research findings. Such words have been persistently reviewed through Grade Six.

In this text, effort was made to present for review work those familiar words which apparently cause difficulty. For this purpose, consideration was given to the Furness-Boyd[9] and the Pollock[10] studies of spelling difficulties. In 1950, Pollock summarized 31,375 misspellings of college students in fifty-two colleges and universities in twenty-seven states. He arranged the misspellings in 317 groups in the order of frequency of error.

Words in many of these groups have been introduced in previous grades of this spelling series. From these groups, words and related forms were arranged in logical sequence for teaching purposes and are so presented for review in this text. The words range in difficulty from the apparently easy to the apparently difficult, but there is substantial evidence that they are likely to constitute a considerable percentage of the words misspelled from Grade Seven through the college level.

ORGANIZATION AND CONTENT

The content of the regular units is organized so that systematic attention can be given to spelling with a minimum of time. The teacher should make the initial presentation of the word list by introducing to and discussing with the pupils the introductory explanation. The illustration with the word list is usually a graphic summary of the generalization presented in the unit. The teacher should pronounce the words in the weekly list for the pupils to write. The review words should also be given attention at this time.

The activities under *Learning Your Words* give the pupil opportunity to practice writing the spelling words. The exercises vary in form, and cause pupils to think about the words. They often require the application of the generalization to other words in addition to the twenty in the list, in order to develop greater spelling power. One purpose of the entire series is to cause the pupil not only to learn the spellings of a small group of words, but also to perceive and apply the generalizations to many other words. This work may be done under the direct supervision of the teacher, or may be done independently by the pupils.

The activities under *Using Your Words* may be done when and in any manner the teacher chooses. The "Know Your Meanings" section has exercises involving the meanings of words in the spelling list. The "Lift Your Language" section has exercises in usage or in grammar which involve the use of the spelling words. The purpose of this kind of exercise, of course, is to integrate spelling more closely with other language arts work and to require the use of the spelling words in a natural learning situation. The "Use Your Dictionary" section is designed to maintain the dictionary skills which have been thoroughly taught in Grades Four, Five, and Six. Those pupils who show that they have not mastered the dictionary skills will require reteaching.

One day should be devoted to testing what pupils have learned. Some form of spelling test on the list should be given regularly each week. Dictating the twenty words and correcting them is, of course, the quickest and easiest way of testing. Including the review words with the regular twenty is better, even though there may be an irregular number of words.

The best practice, unquestionably, is to use the sentence dictation tests provided for each regular unit. Doing this will take more time, and the papers will require time to correct. On the other hand, the pupils will be tested in a more natural writing situation; they will need to observe other writing conventions in the use of capital letters and punctuation; and they will be given a continual spelling review by writing the other words in the sentences. These words always come from earlier grades or from earlier units in the grade. Pupils should be required to keep their records of the test results from week to week in order to stimulate them to aggressive effort to improve.

---

9 Edna L. Furness and Gertrude A. Boyd, "231 Real Spelling Demons for High School Students," *The English Journal*, XLVII (May, 1958), pp. 267-270.

10 Thomas Clark Pollock, "Spelling Report," *College English*, (November, 1954), pp. 102-109.

The year's program is divided into thirty-six units, with each sixth unit a review of the preceding five units.

RELATED LANGUAGE ARTS CONTENT

The unit exercises, besides giving occasion for the pupil to write the words in the spelling lists, provide considerable practice in extending word meanings and in grammar and usage.

Usage and grammar elements include attention to such items as sentence structure; parts of speech; use of synonyms, antonyms, and homonyms; proofreading; identification of subjects, predicates, direct objects, predicate nouns and adjectives, and appositives; agreement of subject and predicate in number; correct forms of adjectives; dangling phrases; use of possessives; verb tenses; use of suffixes to change parts of speech; certain common usage errors.

THE SPELLING DICTIONARY AND DIACRITICAL MARKING

Beginning in the fourth grade, the BASIC GOALS IN SPELLING series includes specific dictionary aids in addition to the alphabetization and systematic phonetic training introduced in earlier grades. The specially prepared dictionary at the end of each book includes the new words taught in the book. These dictionaries give simple yet lucid definitions, as well as phonetic respellings as an aid to pronunciation. In Grades 4 through 6 each regular unit also contains a section entitled "Dictionary Helps," designed to teach dictionary skills as well as to facilitate the presentation of spelling generalizations.

In Grades 7 and 8 in the BASIC GOALS IN SPELLING series, the dictionary skills taught in the middle grades are maintained in the "Use Your Dictionary" section, where exercises requiring the use of a dictionary are presented.

In addition to this maintenance of dictionary skills, the work in the regular units in Grades 7 and 8 often deals with additional dictionary skills. For the first time in the series, the Spelling Dictionary in the back of the book gives systematic information on the derivations of words. The page before the Spelling Dictionary summarizes information on how to use the dictionary, and shows pupils how to interpret the abbreviations and the phonetic symbols used.

The diacritical marking system used in the BASIC GOALS IN SPELLING series is that of the Thorndike-Barnhart dictionaries, currently the simplest and most readily taught.

Perhaps the most notable simplification in diacritical marking is the use of the *schwa* (ə), a symbol which has received increasing acceptance in modern dictionary practice. The short vowel sounds in unaccented syllables tend to become blurred and to sound alike, regardless of the actual vowel used in the spelling. For example the *a* in *about*, the *e* in *taken*, the *i* in *pencil*, the *o* in *lemon*, and the *u* in *circus* all have substantially the same sound. The schwa is used to represent these blurred vowel sounds.

MEASURING SKILLS

The following word lists, chosen from the spelling vocabulary in this book, may be used to indicate spelling growth during the school year. In preparing the lists, the difficulty of each word was determined by referring to the New Iowa Spelling Scale. The average pupil in this grade should be able to spell 60% of the words on each list.

One of the lists given here may be used at the beginning of the school year as a pretest, and another at the end of the year as a final check. Three lists are included so that a test may be given at the close of a semester's work, if desired.

Results of the first test will indicate the general ability of the class and will help the teacher discover those pupils who probably will need special help during the year. A comparison of median class scores on each test will suggest the relative growth of the class as a whole. A comparison of each individual's scores will suggest the extent of his growth in spelling skill.

List A

1. slender
2. commission
3. heretofore
4. pressure
5. shield
6. carriage
7. diameter
8. distribute
9. commencement
10. abandon
11. enormous
12. peasant
13. profession
14. emergency
15. educational
16. utilize
17. rival
18. confident
19. strength
20. scenery
21. procession
22. caution
23. disturb
24. ceiling
25. apparent
26. literature
27. comparison
28. additional
29. welfare
30. assistant
31. protection
32. sermon
33. confederation
34. precious
35. assortment
36. grief
37. charity
38. canvas
39. resistance
40. disgrace
41. tradition
42. allowance
43. create
44. survey
45. session
46. desperate
47. dumb
48. parlor
49. persuade
50. volume

List B

1. lecture
2. association
3. headquarters
4. temperature
5. seize
6. security
7. atmosphere
8. urge
9. amendment
10. conceal
11. religious
12. formerly
13. superintendent
14. agency
15. industrial
16. acquire
17. finance
18. extensive
19. liable
20. cease
21. application
22. ambition
23. encourage
24. patient
25. sheriff
26. illustrate
27. confirm
28. political
29. quarrel
30. magnificent
31. production
32. attempt
33. apartment
34. delicious
35. experiment
36. height
37. marriage
38. sheer
39. appearance
40. pronounce
41. edition
42. equipment
43. lease
44. warrant
45. proposition
46. calendar
47. sought
48. gallop
49. merchandise
50. canary

List C

1. campus
2. communication
3. roommate
4. duplicate
5. fierce
6. electricity
7. semester
8. mature
9. advertisement
10. absence
11. previous
12. convey
13. approval
14. university
15. international
16. anticipate
17. bonus
18. independent
19. coupon
20. parcel
21. appreciation
22. destination
23. entitle
24. relief
25. succeed
26. agriculture
27. accuse
28. manual
29. splendid
30. brilliant
31. generation
32. afford
33. revolution
34. tremendous
35. resolution
36. mischief
37. dignity
38. foul
39. reference
40. proclaim
41. ornament
42. requirement
43. curve
44. offense
45. admiration
46. acknowledge
47. ridge
48. rejoice
49. sacrifice
50. element

SPELLING GENERALIZATIONS

Because of the nature of the spelling vocabulary for this grade, structural generalizations are emphasized. The most important of these are listed below. While the pupil reviews these in studying the words in the spelling lists, he has ample opportunity to apply them to many other words.

1. The spelling of compound words should be learned by spelling the parts separately.

2. Knowledge of syllables makes spelling easier.

a. The syllables of multisyllabic words should be carefully pronounced and the syllables should be spelled one by one.

b. A syllable contains only one vowel sound.

c. Syllables are accented and unaccented; the vowel sounds in unaccented syllables are often obscured and can be clarified for spelling purposes by increasing the stress.

d. Words of more than one syllable which end with unaccented "əl" syllables can be spelled *al*, *el*, *il*, *ol*, *ul*, and *le*. The *le* spelling is the most common, and the last syllable is usually formed by including the consonant which precedes *le*.

e. In syllables which end in a vowel followed by *r*, the vowel sound is obscured by the *r* and spellings must be noted and memorized.

f. Words which are in the vowel-consonant-consonant-vowel pattern are usually divided between the consonants to form syllables which can be more easily learned.

g. Words which are in the vowel-consonant-vowel pattern are usually divided before the consonant to form syllables which can be more easily learned.

h. Closed syllables end with a consonant.

i. Open syllables end with a vowel.

3. A suffix is an ending which is added to a word root to form a new word.

a. Common noun suffixes are: *-ant*, *-ist*, *-eer*, *-er*, *-or*, *-y*, *-ty*, *-ity*, *-ion*, *-tion*, *-sion*, *-dom*, *-ness*, *-ate*, *-ure*, *-age*, *-ment*, *-ance*, *-ence*.

b. Common adjective suffixes are: *-y*, *-al*, *-ar*, *-er*, *-ic*, *-ous*, *-ful*, *-ant*, *-ent*, *-ate*, *-ive*, *-able*, *-ary*.

c. Common verb suffixes are: *-ish*, *-ate*, *-ize*, *-y*.

d. A common adverbial suffix is *-ly*.

4. A prefix is a part joined to the beginning of a word or root to make a new word.

a. Common prefixes are: *con-*, *co-*, *com-*, *col-*, *cor-*, *de-*, *dis-*, *di-*, *dif-*, *in-*, *ex-*, *re-*, *pro-*, *inter-*, *un-*, *sub-*, *ad-*.

b. The spelling of some prefixes is changed to make a word easier to pronounce.

5. Many words are formed by combining a prefix, a root, and a suffix. Common examples are: *con-*, *com-*, *col-*, *co-*+*root*+*-ion*, *-sion*, *-tion*; *in-*, *im-*, *en-*, *re-*, *ex-*+*root*+*-ion*, *-sion*, *-tion*, *-ant*, *-ent*, *-able*, *-ance*, *-ence*.

6. Many root spellings are affected by the addition of endings:

a. Words ending in *y* preceded by a consonant usually change the *y* to *i* before adding an ending, except one beginning with *i*; words ending in *y* preceded by a vowel generally retain the *y* before adding all endings.

b. Monosyllables and words accented on the last syllable, when ending in a single consonant preceded by a single vowel, double the final consonant before adding an ending which begins with a vowel.

c. Words ending with silent *e* generally retain the *e* before adding endings which begin with a consonant; words ending with silent *e* generally drop the *e* before adding endings which begin with a vowel.

7. Many words have silent letters which frequently occur in consistent patterns.

8. Unexpected spellings can best be learned by noting the nature of the deviation from the expected spelling.

9. The plurals of nouns ending in *o* are formed in various ways.

a. Adding *s* when a vowel precedes the *o*.

b. Adding *s* or *es* when a consonant precedes the *o*. Some plurals are formed by adding *s* only; some, by either *s* or *es*.

In the spelling texts of the middle grades (4, 5, 6), the words of each of the thirty regular units are grouped to illustrate a major spelling generalization which can be applied to many other words. In order to provide the teacher with some means of determining quickly the spelling ability of the pupils in this grade, fifty typical words were selected from all of the units at each grade level. These words include examples of each of the generalizations.

Diagnostic Test A is a fifty-word test from the Grade Six word list and includes examples of the phonetic and structural generalizations presented in that grade.

Pupils who do poorly on this test may be given *Diagnostic Test B*, which is a fifty-word test from the Grade Five word list and which also includes examples of the generalizations for that grade. *Diagnostic Test C*, similarly, is a fifty-word test at the Grade Four level.

If the pupil performs competently on the Grade Six test, the teacher will have some assurance that he is ready for the spelling work in this grade. If he does not, the Grade Five test may be given in order to secure more information about his spelling skills. The Grade Four test can provide still more information. The pupils' performances on these tests should be helpful in determining whether lower-grade texts can be used more profitably with some of the pupils and what the level should be.

TEST A • DIAGNOSTIC TEST

On Grade Six Vocabulary

Spelling Words	Elements Tested	Comments
1. **swept** 2. **pump** 3. **print**	Short vowels	Pupils who are familiar with the consonant and short vowel sounds should not misspell any of these words.
4. **dive** 5. **stole**	Vowel-consonant-**e**	This spelling pattern has been introduced in Grade Two and is reviewed in each following grade.
6. **bleed** 7. **float**	Two vowels together	The generalization that when two vowels are together, the first is long and the second is silent has been introduced in Grade Two.
8. **chain** 9. **length** 10. **shelf**	Two-letter consonants	The **sh, ch, th, wh,** and **ng** consonant spellings are introduced in Grade Two.
11. **smart** 12. **cord** 13. **motor**	Vowels before **r**; vowel + **r** endings	The generalization has made the pupil aware that the sound of a vowel is obscured when the vowel is followed by **r,** and that such vowels must be noted and memorized.
14. **lawn** 15. **bloom** 16. **crow** 17. **wound** 18. **spoil**	Additional vowel spellings	The **aw-au (ô), oo (u̇, u̇), ow (ō), ou-ow (ou), oi-oy** vowel spellings are introduced in the lower grades and have been reviewed.
19. **simple** 20. **level**	**le** and **el** spellings	The **-le** ending is given attention in units in Grades Four, Five, and Six.
21. **science** 22. **bandage**	**c** spells **s** sound; **g** spells **j** sound	These consonant spellings are introduced in Grades Three and Four.

Spelling Words	Elements Tested	Comments
23. **struck** 24. **quilt** 25. **chorus**	**k** sound	The **ck** spelling is introduced in Grade Two; the **qu,** in Grade Four; the **ch,** in Grade Six.
26. **press** 27. **stiff**	Double final consonants	This spelling convention is first introduced in Grade Two.
28. **bonfire** 29. **understood**	Compounds	Compounds are introduced in Grade Three and repeated in each following grade.
30. **thumb** 31. **hatch** 32. **tight**	Silent letters	Silent consonants are introduced in Grade Three and are given attention in each following grade.
33. **tardy**	**-y** endings	Final **y** as **"i"** is taught in Grade Two and reviewed or re-presented in each following grade.
34. **attention** 35. **treatment**	Suffixes	The **-ly** suffix is introduced in Grade Four; the **-y** and **-ness,** in Five.
36. **remove** 37. **provide**	Prefixes	The **re-** and **un-** prefixes are introduced in Grade Five.
38. **teasing** 39. **slicing**	Drop **e** before adding **-ing**	The dropping of final silent **e** before adding **-ing** is introduced in Grade Three and is vigorously reviewed in each following grade.
40. **peaches** 41. **dairies**	Plurals	The **-s** and **-es** endings are introduced in Grade Two and reviewed in each following grade. Changing **y** to **i** before adding **-es** is dealt with in Grade Three.
42. **their** 43. **weak**	Homonyms	Homonyms are given attention as early as they occur in Grade Two. Grades Four, Five, and Six have entire units of such words.
44. **lumber**	v c/c v	Dividing words into syllables when they are in the vowel-consonant-consonant-vowel pattern is introduced late in Grade Three.
45. **vacant**	v/c v	Dividing words of the vowel-consonant-vowel pattern into syllables is taught in Grade Three.
46. **disappoint** 47. **gymnasium**	Hearing syllabic parts	Spelling by hearing syllables of long words is taught in Grades Four, Five, and Six.
48. **cough** 49. **measure** 50. **medicine**	Unexpected spellings	One or more units on this generalization appear in Grades Four, Five, and Six.

TEST B • DIAGNOSTIC TEST

On Grade Five Vocabulary

Spelling Words	Elements Tested	Comments
1. **test** 2. **bump** 3. **pot** 4. **list**	Short vowels	Pupils who are familiar with the consonant and short vowel sounds should not misspell any of these words.
5. **shade** 6. **dime**	Vowel-consonant-**e** (Also **sh**)	This spelling pattern has been introduced in Grade Two and is reviewed in each following grade.
7. **roast** 8. **beach**	Two vowels together (Also **ch**)	The generalization that when two vowels are together, the first is long and the second is silent has been introduced in Grade Two.
9. **either** 10. **whip** 11. **rang**	Two-letter consonants	The **sh, ch, th, wh,** and **ng** consonant spellings are introduced in Grade Two.
12. **sport** 13. **term** 14. **art**	Vowels before **r**	The generalization has made the pupil aware that the sound of a vowel is obscured when the vowel is followed by **r,** and that such vowels must be noted and memorized.
15. **noon** 16. **draw** 17. **point** 18. **crowd**	Additional vowel spellings	The **oo (ü, u̇), au-aw (ô), oi-oy, ou-ow (ou)** vowel spellings are introduced in the lower grades and have been reviewed.
19. **playmate** 20. **airport**	Compounds	Compounds are introduced in Grade Three and repeated in each following grade.
21. **she's** 22. **hasn't**	Contractions	The contractions are presented with full units in Grades Three, Four, and Five.
23. **page** 24. **price**	**g** spells **j** sound; **c** spells **s** sound	These consonant spellings are introduced in Grades Three and Four.
25. **drill**	Double final consonants	This spelling convention is first introduced in Grade Two.
26. **pink** 27. **mix** 28. **quart**	More consonant spellings (**nk, x, qu**)	The **nk** spelling of the **ngk** sound is introduced in Grade Five; the **x,** in Grade Two; the **qu,** in Grade Four.
29. **knee** 30. **wrong**	Silent letters	Silent consonants are introduced in Grade Three and are given attention in each following grade.

Spelling Words	Elements Tested	Comments
31. **branches** 32. **colonies** 33. **wolves**	Plurals	The **-s** and **-es** endings are introduced in Grade Two and reviewed in each following grade. Changing **y** to **i** before adding **-es** is dealt with in Grade Three. Irregular plurals are introduced in Grade Five.
34. **waving** 35. **arriving**	Drop **e** before adding **-ing**	The dropping of final silent **e** before adding **-ing** is introduced in Grade Three and is vigorously reviewed in each following grade.
36. **begging** 37. **winning**	Doubling final consonant before adding **-ing**	This spelling convention is introduced in Grade Three and repeated in Grade Four.
38. **sickness** 39. **lucky**	Suffixes	Suffixes are introduced in Grade Four (**-ly**).
40. **circle**	**-le** endings	The **-le** ending is given attention in a unit in Grade Four.
41. **replace** 42. **unhappy**	Prefixes	These are introduced in Grade Five.
43. **course** 44. **heel**	Homonyms	Homonyms are given attention as early as they occur in Grade Two. Grades Four and Five have entire units of such words.
45. **Ave.**	Abbreviations	This is introduced as a major generalization in Grade Five.
46. **picnic**	v c/c v	Dividing words into syllables when they are in the vowel-consonant-consonant-vowel pattern is introduced late in Grade Three.
47. **hotel**	v/c v	Dividing words of the vowel-consonant-vowel pattern into syllables is taught in Grade Three.
48. **favorite**	Hearing syllabic parts	Spelling by hearing syllables of long words is taught in Grades Four and Five.
49. **meant** 50. **niece**	Unexpected spellings	One or more units on this generalization appear in Grades Four and Five.

TEST C • DIAGNOSTIC TEST

On Grade Four Vocabulary

Spelling Words	Elements Tested	Comments
1. **pond** 2. **slip** 3. **flat** 4. **bus** 5. **held**	Short vowels	Pupils who are familiar with the consonant and short vowel sounds should not misspell any of these words.
6. **tie** 7. **east**	Two vowels together	The generalization that when two vowels are together, the first is long and the second is silent has been introduced in Grade Two.
8. **brave** 9. **nose**	Vowel-consonant-**e**	This spelling pattern has been introduced in Grade Two and is reviewed in each following grade.
10. **shop** 11. **thin** 12. **wing** 13. **rich** 14. **wheel**	Two-letter consonants	The **sh, ch, th, wh,** and **ng** consonant spellings are introduced in Grade Two.
15. **fill** 16. **glass**	Double final consonants	This spelling convention is first introduced in Grade Two.
17. **truck**	**ck** spells **k** sound	This spelling is introduced in Grade Three.
18. **circus**	**c** spells **s** sound; **c** spells **k** sound	The **c** spelling of the **k** sound is taught in Grade Two; the **c** spelling of the **s** sound, in Grade Three.
19. **arm** 20. **dirt** 21. **storm**	Vowels before **r**	The generalization has made the pupil aware that the sound of a vowel is obscured when the vowel is followed by **r,** and that such vowels must be noted and memorized.
22. **roof** 23. **pay** 24. **oil** 25. **south** 26. **slow**	Additional vowel spellings	The **oo (ü, u̇), ay, oi-oy, ou-ow (ou), ow (ō)** vowel spellings are introduced in the lower grades and have been reviewed.
27. **cowboy** 28. **outdoors**	Compounds	Compounds are introduced in Grade Three and repeated in each following grade.
29. **listen** 30. **answer**	Silent letters	Silent consonants are introduced in Grade Three and are given unit attention in each following grade.

Spelling Words	Elements Tested	Comments
31. **tail** 32. **threw**	Homonyms	Homonyms are given attention as early as they occur in Grade Two. Beginning with Grade Four, entire units are given over to homonyms.
33. **happen** 34. **doctor**	v c/c v	Dividing words into syllables when they are in the vowel-consonant-consonant-vowel pattern is introduced late in Grade Three.
35. **middle**	**-le** endings	The **-le** ending is first given attention in a unit in Grade Four.
36. **stepping**	Doubling final consonant before adding **-ing**	This spelling convention is introduced in Grade Three and repeated in Grade Four.
37. **biting**	Drop **e** before adding **-ing**	The dropping of final silent **e** before adding **-ing** is introduced in Grade Three and is vigorously reviewed in each following grade.
38. **hungry**	**-y** ending	Final **y** as "**i**" is taught in Grade Two and reviewed or re-presented in each following grade.
39. **ladies**	Plurals	Changing **y** to **i** before adding **-es** is dealt with in Grade Three.
40. **cage**	**g** spells **j** sound	This spelling is introduced in Grade Three.
41. **geography** 42. **fix** 43. **queen**	More consonant spellings	The **x** spelling is introduced in Grade Two; the **qu,** in Grade Four; the **ph** spelling of the **f** sound is introduced in Grade Four.
44. **nearly**	Suffixes	Suffixes are introduced in Grade Four.
45. **aren't** 46. **wasn't**	Contractions	The contractions are introduced with full units in Grades Three and Four.
47. **Friday** 48. **July**	Days and months	These are taught in Grade Four.
49. **ocean** 50. **enough**	Unexpected spellings	These are taught in Grade Four.

SOMETHING TO READ

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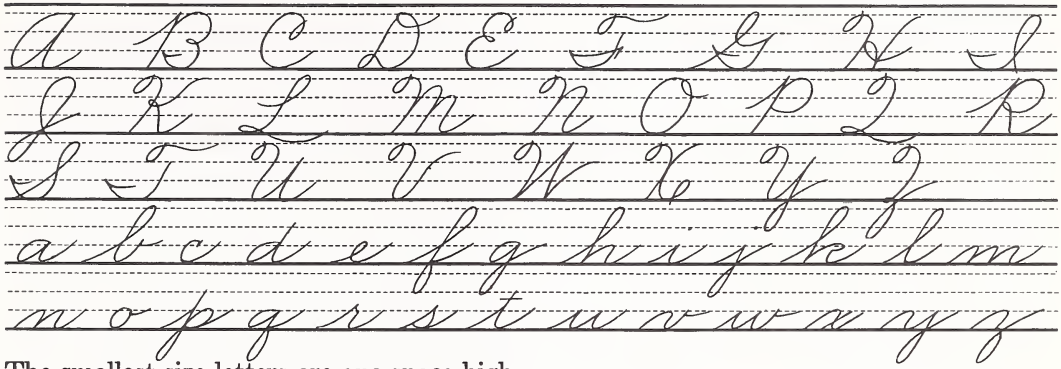
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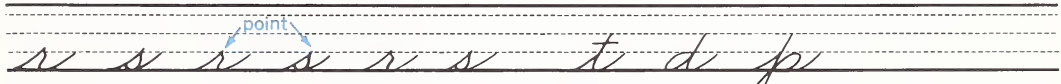


The smallest size letters are one space high.



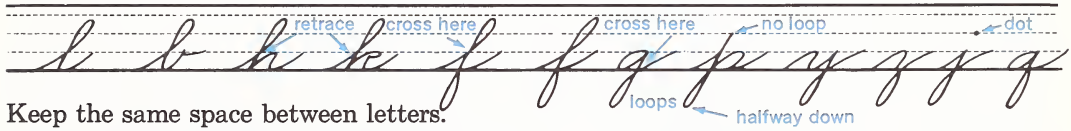
The points of **r** and **s** go just above it.

Make the **t**, **p**, and **d** the same height.

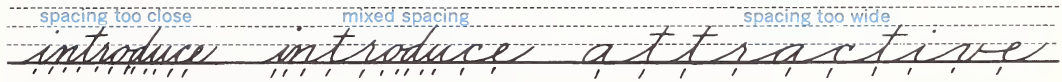


The loop letters fill three of the four spaces.

Tail letters go halfway to the next line.



Keep the same space between letters.

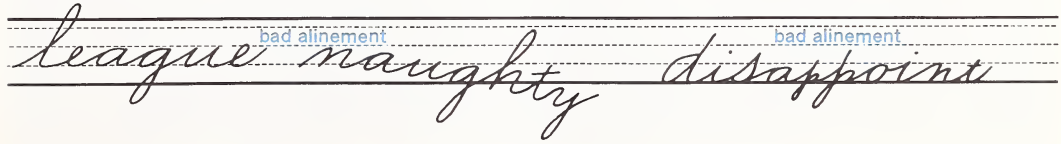


Make all your letters slant the same way.



Write on the base line. Do not write above or below it.

Keep all your letters the correct size.



LOOK at the word carefully.

dis·cour·te·ous



SAY the word distinctly.

Check with a dictionary if you are not sure of the pronunciation.



THINK how you would spell it.

* How many syllables are there?

dis cour te ous
1 2 3 4

* Is there a prefix or suffix?

discourte**ous**

* If so, what is the root word?

courtesy

* Is the root word changed when the suffix is added?

courte + ous
(sy)

* Are all sounds spelled as you would expect?

The **k** sound is spelled with **c.**
The **ėr** sounds are spelled **our.**
The **ti** sounds are spelled **te.**
The **əs** sounds are spelled **ous.**

WRITE the word. **CHECK.** *discourteous*



PRACTICE writing the word.

Say it as you write it.

UNIT 1 COMPOUND WORDS

bookkeeper
heretofore
aircraft
headquarters
headlines
evergreen
windshield
necktie
tiresome
toothache
motorcycle
extraordinary



scoreboard
speedometer
broadcast
furthermore

yourselves
chairman
horsepower
roommate

A *compound* is made up of two or more distinct words, in solid or hyphenated form or even written as separate words. Compound words formed by joining two or more words commonly keep all of the letters of the simple words. In a true compound, the meaning of one word is added to the meaning of the other word.

The spelling of compounds is easier if you see the word parts and spell them as if they were separate words. Many of the words in the list are compounds. Others, although not true compounds, can easily be divided into two main parts for study.

LEARNING YOUR WORDS

1. As your teacher pronounces the words for you to write, notice which smaller words have been put together to make the compound. Learn the spelling of each separate part.

2. Write the words from the list made by combining another word with each of these words: *neck, tooth, air, head, mate.*

3. Combine the italicized word with each of the other words or word parts to make new words.

a. *wind:* break, shield
b. *broad:* side, cast
c. *score:* card, board
d. *ever:* how, green
e. *motor:* man, cycle
f. *some:* hand, tire
g. *horse:* hair, power
h. *book:* case, keeper

Power Vocabulary

windbreak
batsman
broadside
scorecard
however
motorman
handsome
horsehair
bookcase
barometer
gentleman
fingerprints
madman
thunderstorm
soundproof
birdhouse
gearshift
gingerbread
sailboat
tombstone
backstop
iron curtain
double-header
dressing gown
saddlebag
keyhole
courtroom
roof garden
tortoise shell
frostbite
floodlight

TEACHING SUGGESTIONS

In each unit, the teacher will find it helpful to emphasize the generalization by some discussion of the illustration. In each unit, also, is a section called *More Power to You!* The words here have been carefully selected to include those most likely to be misspelled. The words here exemplify the spelling principle reviewed in the section. Go over this also with the pupils. Pronounce the words in the list for pupils to write.

The teacher should read the interesting word story and discuss it with the pupils, attempting continuously to interest children in words.

Learning Your Words. The pupils should be able to do the exercises independently.

Using Your Words, A. In this and the following units, the vocabulary exercises deal with the words in the lists with which the pupils may have some difficulty.

Using Your Words, B. This section of each unit deals with some aspect of grammar or usage. The explanatory material should be discussed. Always be sure the pupils have had some introduction to the grammar or usage principle involved.

Answers

2. necktie
   toothache
   aircraft
   headlines
   headquarters
   roommate
3. (a) windbreak; windshield
   (b) broadside; broadcast
   (c) scorecard; scoreboard
   (d) however; evergreen
   (e) motorman; motorcycle
   (f) handsome; tiresome
   (g) horsehair; horsepower
   (h) bookcase; bookkeeper
   (i) barometer; speedometer
   (j) chairman; gentleman
4. heretofore
   extraordinary
   furthermore
   yourselves

A.

1. extraordinary
2. tiresome
3. evergreen
4. headlines
5. chairman
6. horsepower

B.

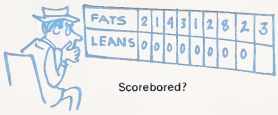
1. . . . bookkeeper . . . toothache
2. . . . speedometer . . . fingerprints

i. *meter:* baro, speedo

j. *man:* chair, gentle

4. Write four words from the list that are made from these parts: *here, extra, to, fore, more, selves, ordinary, further, your.*

USING YOUR WORDS



Scorebored?

A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻✻

Decide which one of the words in the list fits each situation. Write the word.

1. The circus tall man stands seven feet, ten inches in his stocking feet.
   An ____ height.
2. The after-dinner speaker droned on and on about an uninteresting topic.
   A ____ speech.
3. The new owners planted trees bearing green foliage the year round.
   ____ trees.
4. On the front page we read, "Armistice Signed! Shooting Ceases!"
   Welcomed ____.
5. Mr. Robinson is in charge of the meeting of the Men's Club.
   The ____.
6. The mechanic was primarily interested in the motor's power.
   Measuring the ____.

MORE POWER TO YOU!

therefore together themselves

Note that *themselves* is a true compound. *There* should not be confused with *their*, nor *fore* with *for*. *Self* becomes *selves* in the plural.

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻✻

Rewrite these sentences, substituting compounds for the italicized word groups. Some compounds are not in your word list.

1. The *keeper of the books* was absent because of an *aching of his tooth.*
2. The *meter showing the speed* was blurred by the *prints of his fingers.*
3. The *man who directed the meeting* behaved like a *man who is mad.*
4. *Up to now* the *storm with its thunder* has not been heard in this room *proofed for sound.*
5. There is a *house for birds* in these *always green* trees.
6. This *motorized bicycle* has no *shift for the gears.*
7. My *friend who lives in my room* likes *bread made with ginger.*
8. The *heavy newspaper print* told of the accident of the *sailing boat.*
9. The *stone on the tomb* was a *most unusual* example of stonecutting.
10. The *stop in back of home plate* served as a *shield for the wind* for the *man who batted.*

2

Using Your Words, C. In this and other dictionary exercises, the pupils should use the Spelling Dictionary and other dictionaries if they are available. They should be able to do these dictionary exercises without teacher help.

Unit Test and Sentence Dictation. Pupils should write the review words as well as the words in the basic list. Only the basic words are to be graphed on the progress chart.

For teachers who want pupils to write the spelling words in context, dictation sentences are provided for each unit in this Teacher's Edition. These include all the words listed, or simple variants of them. The dictation sentences for this unit follow.

1. His *roommate* put a *windshield* on his *motorcycle.*
2. He has a job as *bookkeeper* at the *headquarters* of the *aircraft* firm.
3. They *themselves* got *together* to elect a *chairman.*
4. The *broadcasts* and the *headlines* became

C ✻ USE YOUR DICTIONARY ✻✻✻✻✻✻✻✻

Some compounds are written as one word; some, like *merry-go-round*, are separated by hyphens; and some, like *rubber plant*, are written as separate words.

Use a dictionary to help you write the correct compound words for these phrases.

1. A curtain of iron
2. A gown for dressing
3. A "doubled" ball game
4. Bags for a saddle
5. Hole for a key
6. Room for a court
7. A garden for a roof
8. A shell of tortoise
9. A bite of frost
10. A light like a flood

TESTING YOUR SPELLING

Your teacher will pronounce the words for you to write, both those in the list and the review words.

Listen carefully to each word. Then write the word, using your best handwriting. Check carefully how you have spelled the word.

At the end of the test, go back over the words again. Be sure that you have spelled them correctly.

When your test has been corrected, start a record in a special notebook. On the chart you will make, record how many of the main words you spelled correctly. On a special page, write correctly any word you misspelled on the test. You are to give special attention to these words during review week.

bookkeeper	necktie	broadcast
heretofore	tiresome	furthermore
aircraft	toothache	yourselves
headquarters	motorcycle	chairman
headlines	extraordinary	horsepower
evergreen	scoreboard	roommate
windshield	speedometer	

AN INTERESTING WORD IS . . .

horsepower. Before the steam engine was invented, English mineowners used horses in pumping water from their mines. When they bought steam engines to do the work, they wanted to know how many horses they could get rid of. *One horsepower* was then defined as the power needed to raise 33,000 pounds one foot in one minute.

Use a dictionary to help you write an interesting word story about *speedometer*.

YOUR SPELLING RECORD

In your spelling notebook, make a chart on which you can show the number of regular words you spelled correctly on the spelling test each week.

Make 36 columns of twenty blocks each. At the top, number the columns from 1 through 36 for the weeks. At the left-hand side, number the rows from 1 at the bottom to 20 at the top to show the number of words.

Each week black in the proper number of blocks to show how many of the regular words you spelled correctly.

Answers

3. . . . chairman . . . madman
4. Heretofore . . . thunderstorm . . . soundproof room
5. . . . birdhouse . . . evergreen . . .
6. . . . motorcycle . . . gearshift
7. . . . roommate . . . gingerbread
8. . . . headlines . . . sailboat
9. . . . tombstone . . . extraordinary . . .
10. . . . backstop . . . windshield . . . batsman

C.

1. iron curtain
2. dressing gown
3. double-header
4. saddlebag
5. keyhole
6. courtroom
7. roof garden
8. tortoise shell
9. frostbite
10. floodlight

tiresome; therefore, we paid no attention to them.

5. *Heretofore* you planted your *evergreen* trees *yourselves.*

6. He got *extraordinary* results with an engine of low *horsepower.*

7. He took off his *necktie* and began to repair the *speedometer.*

8. He had a *toothache;* and *furthermore,* he simply did not want to come.

9. The *scoreboard* showed that we had won the game.

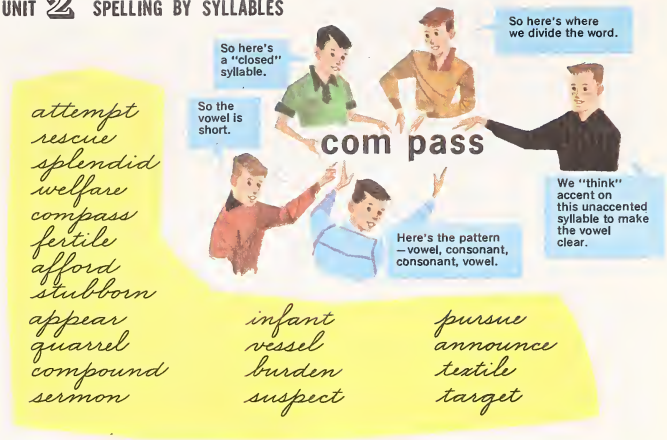
Interesting Word Assignment. For pupils to write their own short interesting word stories can become an absorbing and fascinating project for youngsters, particularly those with language facility.

Speedometer is, of course, compounded from *speed* and *meter. Speed* is from AS. *sped,* meaning success or swiftness. *Meter,* or *metre,* is through OF. *metre,* L. *metrum,* from G. *metron* measure. Pupils may find the related terms *odometer* and *tachometer.*

Answers

1. fer/tile
   tex/tile
   ə
   ī
2. com/pound
   sus/pect
3. at/tempt′
   res′ /cue
   com′ /pass
   af/ford′
   ap/pear′
   quar′ /rel
   bur′ /den
   pur/sue′
   an/nounce′
4. splen/did
   wel/fare
   stub/born
   ser/mon
   in/fant
   ves/sel
   tar/get

UNIT 2 SPELLING BY SYLLABLES



attempt
rescue
splendid
welfare
compass
fertile
afford
stubborn
appear
quarrel
compound
sermon
infant
vessel
burden
suspect
pursue
announce
textile
target

Because short words are easier to spell than long words, we learn spellings more easily if we divide long words into syllables. To learn the spelling of such words, we should *hear* the syllables and *see* the spellings at the same time.

You can hear the syllables by pronouncing the word correctly, but, unless you use a dictionary for every word, you do not see spelling words separated into syllables. You should have some method of doing this. Where is the word in the illustration divided?

A common pattern of letters in words of two or more syllables goes like this: *vowel-consonant-consonant-vowel*. We usually divide such words between the consonants. Because the first syllable then ends with a consonant, we call it a *closed* syllable. The vowel sounds in closed syllables are usually not long. In accented closed syllables the vowel sounds are usually short, unless followed by *r*.

Vowel sounds in unaccented syllables are hard to hear. If you "think" equal accent on all syllables, you make these vowel sounds clearer. This helps you remember the spellings. Try this as you write the spelling words.

LEARNING YOUR WORDS

1. Write *fertile* and *textile*, drawing lines between the syllables. How does the dictionary show the "ī" sound in the unaccented syllable of *fertile*? If the second syllable were accented, how would the "ī" sound be shown?

4

TEACHING SUGGESTIONS

Call attention to the illustration, noting the vowel-consonant-consonant-vowel pattern that controls the division into syllables. "Thinking" equal stress on both syllables in order to clarify the vowel sounds of unstressed syllables is often used by good spellers. Call attention to the importance of hearing and seeing the syllables simultaneously. Lead pupils to understand that there is no foolproof system of dividing words into syllables except by using the dictionary.

When pronouncing the words for the pupils to write, call attention to difficult spots: the single *l* in *welfare;* the vowel before *r* in *stubborn, burden,* and *pursue;* the doubled consonants in *quarrel, appear,* and *announce.*

The words *affect* and *effect* are commonly confused. Time should be taken to review and clarify their use.

Read and discuss the interesting word story with the pupils.

Learning Your Words. Although the pupils should be able to do the exercises independently, it will be profitable to discuss answers.

Using Your Words, A. The exercises should

2. Two of the words in your list are usually accented on the first syllable when they are nouns, on the second when they are verbs. Write them. Draw lines between the syllables.

3. Nine other words in the list can be used as verbs. Write them. Draw lines between the syllables and put the accent mark on the right syllable. Say the words to yourself as if both syllables had equal accent.

4. Write the other seven words which have accents on the first syllable. Draw lines between the syllables. Say the words to yourself as if both syllables had equal accent.

USING YOUR WORDS



Fertile turtle?

A KNOW YOUR MEANINGS

Write the word from the list for each of these meanings.

1. Declare; proclaim
2. Bicker; wrangle
3. Rich; productive
4. Serious discourse
5. Try; endeavor
6. Brilliant; superb
7. A woven fabric
8. To be able to give up, spare
9. Follow; chase
10. Health, happiness, and prosperity
11. Fixed, unyielding; obstinate
12. A hollow utensil or container
13. Load; responsibility; obligation
14. To have doubts of; to mistrust
15. Boundary; circumference
16. Put together

affect effect

These words are often confused. *Affect* is usually a verb and means "to influence." *Effect* is usually a noun, but may be a verb. An *effect* is a result. As a verb, *effect* means "to bring about."

B LIFT YOUR LANGUAGE

If you must split a word at the end of a line, divide it according to syllables. Use a hyphen to show that the word is "continued." Never divide a word of one syllable or a personal name, and never split off an *-ed* ending.

Write these words, putting a hyphen in a place where the word can be divided. If a word cannot be divided, write that word without a hyphen.

1. target
2. headlines
3. scalped
4. stubborn
5. Anna
6. rescue
7. fabric
8. announce
9. Johnson
10. textile
11. straight
12. splendid

Answers

A.
1. announce
2. quarrel
3. fertile
4. sermon
5. attempt
6. splendid
7. textile
8. afford
9. pursue
10. welfare
11. stubborn
12. vessel
13. burden
14. suspect
15. compass
16. compound

B.
1. tar-get
2. head-lines
3. scalped
4. stub-born
5. Anna
6. res-cue
7. fab-ric
8. an-nounce

be done independently. This **A** section should be done regularly by all pupils to be sure that they are not being required to spell words whose meanings are vague or unknown.

Using Your Words, B. Some discussion of the division of words at the ends of lines will be helpful to the pupils.

Using Your Words, C. It will be helpful to review the diacritical marks to be sure all pupils can read them accurately. Pupils have been introduced to the Thorndike-Barnhart system of diacritical marking in the Grade 4 text and have reviewed it systematically in every following text. All pupils should know the system so thoroughly that they can instantly recognize any pronunciation symbol they see.

Unit Test and Sentence Dictation. Remind pupils to graph test scores and to record all words that they misspell on the test. These will be given special attention in the review unit.

1. He made a *stubborn attempt* to *pursue* the thief.

2. We had *splendid* crops from our *fertile* fields.

Answers

9. Johnson
10. tex-tile
11. straight
12. splen-did
13. room-mate
14. dis-pute
15. Jerome
16. through
17. Smith
18. strolled
19. pur-sue
20. broad-cast

C.

1. b, stubborn
2. c, fertile
3. a, suspect
4. c, vessel
5. c, infant
6. b, afford
7. c, quarrel
8. c, pursue
9. b, splendid
10. a, rescue

13. roommate
14. dispute
15. Jerome
16. through
17. Smith
18. strolled
19. pursue
20. broadcast

C ✻ USE YOUR DICTIONARY ✻✻✻✻✻✻✻✻

Here are several different pronunciations for some of the spelling words. Only one of the three pronunciations in each line is correct. Write the letter that shows the correct pronunciation and then write the word.

1. (**a**) stub′ėr ən; (**b**) stub′ərn; (**c**) stub′rin
2. (**a**) fėr′til; (**b**) fėr tīl′; (**c**) fėr′təl
3. (**a**) səs pekt′; (**b**) səs pek′; (**c**) səz pek′
4. (**a**) vis′əl; (**b**) ves′təl; (**c**) ves′əl
5. (**a**) in fant′; (**b**) in′fent; (**c**) in′fənt
6. (**a**) a′fôrd; (**b**) ə fôrd′; (**c**) ə fėrd′
7. (**a**) kwôrl; (**b**) kwėrl; (**c**) kwôr′əl
8. (**a**) pėr′sü; (**b**) pər süt′; (**c**) pər sü′
9. (**a**) splen′dud; (**b**) splen′did; (**c**) splen′id
10. (**a**) res′kū; (**b**) rē′skü; (**c**) rəs kū′

TESTING YOUR SPELLING

Your teacher will pronounce the words for you to write. Listen carefully to each word. Write the word, using your best handwriting. Check to see that you have spelled the word correctly.

In your spelling notebook, fill in the chart to show how many regular words you spelled correctly. Write on a special page any words you misspelled.

attempt	stubborn	burden
rescue	appear	suspect
splendid	quarrel	pursue
welfare	compound	announce
compass	sermon	textile
fertile	infant	target
afford	vessel	

AN INTERESTING WORD IS . . .

compass. A magnetized needle on a cork floating in water will rest in a line with the magnetic north and south poles. A mariner's *compass* has two or more needles over a compass card marked off into 32 points, and is placed on a stand, called a *binnacle*, before the ship's helmsman. The *gyrocompass*, which does not depend on the magnetism of the earth, has been used on ships since 1911.

Use a dictionary to help you write an interesting word story about *suspect*.

HOW TO USE THE SPELLING DICTIONARY

Study the information on page 109. Then answer these questions.

What two aids help you to locate a word in the dictionary?

What two things help you to find out how a word is pronounced?

How can you tell whether a word has more than one correct spelling? More than one correct pronunciation?

How can you tell whether a word may be used as more than one part of speech?

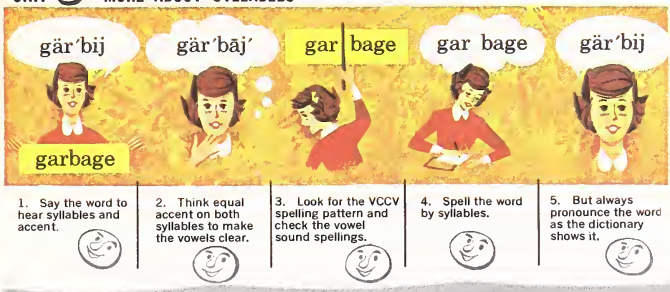
How can you find the derivation of a word?

3. The metal on our *vessel affected* the *compass*.
4. We *suspect* that their *quarrels* had a bad *effect* on the *infant*.
5. They *announced* the opening of a new *textile* mill.
6. The *sermon appeared* to lift his *burdens* and to *rescue* his mind from despair.
7. Can you *afford* to give to our *welfare* fund?
8. The sentence has a *compound* subject.
9. The archer hit the center of the *target*.

Interesting Word Assignment. *Suspect* comes through F. *suspecter* from L. *suspicere*, from *sub* + *specere* to look. The original meaning was to look up, to admire, and the word is a good illustration of how meanings change through the years. *Suspicion*, the noun, is often used dialectically for *suspect*.

Pupils will probably be able to provide additional information about the interesting word *compass*.

UNIT 3 MORE ABOUT SYLLABLES



charter	arrest	observe	survey
offense	adverb	expert	slender
solvent	warrant	garbage	essay
perfect	appeal	affair	orchard
gender	campus	lecture	induce

As you have seen in Unit 2, closed syllables usually have one vowel which, in accented syllables, often spells the short vowel sound. The vowel sound is not always short; there are other vowel sounds besides long and short *a*, *e*, *i*, *o*, and *u*. The vowel sound before *r* may be "ä" (*star*), "ė" (*turn*), "ô" (*orb*), no matter what the spellings are. Syllables have long vowel sounds with the common long-vowel spelling patterns: vowel-consonant-silent *e*, and two vowels together.

The Spelling Dictionary often uses the *schwa* (ə) for vowels in unaccented syllables. The schwa represents the sound of the *a* in *about*, the *e* in *taken*, the *i* in *pencil*, the *o* in *lemon*, the *u* in *circus*.

When you hear a schwa sound in a word, you must look to see which of the vowels, *a*, *e*, *i*, *o*, or *u*, spells the sound. If you "think" accent on the syllable, you change the schwa to some other vowel sound. Go through the steps shown in the pictures with each word in the list. Then write the words as your teacher pronounces them.

LEARNING YOUR WORDS

1. Four of the words in your list are commonly accented on the first syllable when they are one part of speech; on the second when they are another part of speech. Write the words. Draw lines between the syllables.

Power Vocabulary

perfectly
expertly
lecturing
inducing
observing

Answers

1. es/say
   per/fect
   sur/vey
   ex/pert

TEACHING SUGGESTIONS

The popular generalization that vowels in closed syllables are generally short oversimplifies because of vowel sounds like "ä," "ė," "ô," "ou," "ü," "u̇," "oi."

The use of the schwa (ə) symbol has proved to be very helpful in reducing the complexity of the unaccented vowel symbols. Distortion of word pronunciation for spelling purposes—e.g., "thinking" stress on an unstressed syllable in order to clarify the unstressed vowel sound—is a mnemonic device of good spellers.

Call attention to the fact that *perfect, expert, survey,* and *essay* are usually accented on the first syllable when they are one part of speech; on the second when they are another.

Stress the spelling of *argue, arguing,* and *argument* in the *More Power to You!* section.

Read and discuss with the pupils the information given in *About Our Language*.

Learning Your Words. The exercise requires no teacher help, but some discussion of answers will be helpful.

Answers

2. of/fense
   ar/rest
   ap/peal
   ob/serve
   af/fair
   in/duce
3. char/ter
   sol/vent
   gen/der
   ad/verb
   war/rant
   cam/pus
   gar/bage
   lec/ture
   slen/der
   or/chard
4. perfectly; expertly
5. lecturing; observing; inducing

A.

1. slender — thin
2. perfect — flawless
3. induce — to persuade
4. survey — to inspect
5. charter — to hire or lease
6. observe — to see
7. solvent — able to dissolve

2. Write six other words in your list which have the accent on the second syllable. Draw lines between the syllables in each word.

3. Write the ten words in your list which have the accent on the first syllable. Draw lines between the syllables in each word.

4. Change the adjectives *perfect* and *expert* into adverbs by using the *-ly* suffix.

5. Write the *-ing* forms of *lecture*, *observe*, and *induce*. What change must you make in each word before you add *-ing*?

USING YOUR WORDS



Slender spender?

A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻

Write the first word in each line. Select the word or phrase that best defines this word and write it alongside the first word.

1. *slender:* pointed; obese; thin

2. *perfect:* never-failing; faulty; flawless

3. *induce:* to persuade; to deduce; to force

4. *survey:* to supply; to inspect; to encircle

5. *charter:* to hire or lease; to map; to buy or sell

MORE POWER TO YOU!

argue arguing argument

Argument is an exception to the practice of retaining *e* when adding an ending beginning with a consonant. The final silent *e* is dropped before endings beginning with a vowel, so *arguing* is an expected spelling.

6. *observe:* to hide; to please; to see

7. *solvent:* able to dissolve; reasonable; mixed

8. *offense:* resistance; situation; wrongdoing

9. *affair:* activity; festive; beauty

10. *appeal:* loud ring; fruit rind; to ask for help

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻

Rewrite each sentence, drawing one line under each pronoun and two lines under the pronoun's *antecedent* (the word for which the pronoun stands).

1. When the man had arrested the motion of the boat, he made an appeal for help.

2. The professor gives a lecture as soon as he enters class.

3. When Topper entered the orchard, she began to bark furiously.

4. The charter was amended before it was adopted.

5. The coach observed that expert offense was for him a perfect defense.

Using Your Words, A. This is standard vocabulary work. Encourage the use of the dictionary.

Using Your Words, B. Before the pupils do the exercises, a brief review of the terms *pronoun* and *antecedent* will be helpful. Note that although the work deals with grammar and usage, the spelling words are being used in a natural learning situation. In this and subsequent exercises it is, of course, possible to get the profit from the exercise as far as the usage or grammar element is concerned without rewriting the sentence. The purpose, however, is to cause the pupil to write spelling words.

Using Your Words, C. Check this work to be sure pupils are reading the diacritical marks accurately.

Unit Test and Sentence Dictation. Remind pupils to graph test scores and to record the words misspelled on the test.

1. Our *expert* lawyer is *arguing* about the *charter*.
2. She found a *perfect solvent* for grease spots.
3. We heard a *lecture* on the care of *orchards*.

6. The officer followed the men onto the campus with a warrant for their arrest.

7. We induced the makers of the survey to publish an essay revealing their findings.

8. A solvent is used by chemists who have to destroy the garbage.

C * USE YOUR DICTIONARY * * * * * * * * *

Choose the correct pronunciation of the missing word. Write both the pronunciation and the word.

1. Proper planting (är'ests; ə rests') erosion.

2. Many (ad'vėrbs; ad'vėrs) are adjectives plus an *-ly* ending.

3. Poor work (wôr'ənts; wėr'ənts) failure.

4. (əb zėrv'; əb sėrv') his extraordinary behavior.

5. (gär'bidg; gär'bij) is waste matter.

TESTING YOUR SPELLING

charter	warrant	lecture
offense	appeal	survey
solvent	campus	slender
perfect	observe	essay
gender	expert	orchard
arrest	garbage	induce
adverb	affair	



AN INTERESTING WORD IS . . .

charter, which was *chartre* in French, *charta* in Latin, and meant "a little paper." One meaning of *charter* is "a grant of rights." Most famous of such charters was *Magna Charta*, or Great Charter, to which the English barons forced King John to put his seal on June 15, 1215, at Runnymede.

Use a dictionary to help you write an interesting word story about *campus*.

ABOUT OUR LANGUAGE

It is well to bear in mind that language is made up of the *sounds* that we speak and hear. Writing is only a *record* of language.

The first kind of record of language was the *pictograph*. A pictograph might start out with a drawing like this Egyptian *hieroglyphic* for an ox. Or it might be a simpler drawing like this:



The Chinese sign for an ox looked something like this:



When a sign no longer looks like what it represents, it becomes an *ideograph*.

The trouble with pictographs is that you cannot represent abstract words or ideas like *honesty* or *democracy*. Furthermore, you have to memorize thousands of ideographs in order to read or write.

Ideographic writing has an advantage, however. You do not need to speak nor understand the language in order to read it. There are many different Chinese dialects, but all educated Chinese can read Chinese writing, which is ideographic.

Answers

8. offense — wrong-doing
9. affair — activity
10. appeal — ask for help

B.

1. . . . man . . . he . . .
2. . . . professor . . . he
3. . . . Topper . . . she . . .
4. . . . charter . . . it . . .
5. . . . coach . . . him . . .
6. . . . men . . . their . . .
7. . . . makers . . . their . . .
8. . . . chemists who . . .

C.

1. ə rests'
2. ad'vėrbs
3. wôr'ənts
4. əb zėrv'
5. gär'bij

4. He began to *argue* that there was no *warrant* for his *arrest*.

5. They *appealed* to us to *induce* him to forgive their *offense*.

6. He *observed* the *slender* willows growing by the stream.

7. She had an *argument* about the use of *adverbs* in her *essay*.

8. He is a leader in *campus affairs*.

9. The mayor made a *survey* of the cost of *garbage* collection.

10. He knew the *gender* of the pronoun.

Interesting Word Assignment. *Campus* is originally from L. *campus* a field; to the Romans, an open space or field for military activities, shows, etc. *Camp* is a doublet of *campus;* i.e., it has the same origin, but came into English by a different route. *Campagna, campaign,* and *camporee* are related words, the last a coinage of *camp* and *jamboree*. Encourage the pupils to dig out a variety of information about these interesting words.

Power Vocabulary

rivaling
equaling
financing
residing
fatally
equally
denial
rivalry

Answers

1. finance
2. de/ny
   re/sort
   re/lax
   re/side
   e/rupt
3. ba/sis
   ri/val
   e/qual
   ba/sin
   stu/pid
   fla/vor
   fa/tal
   mo/tive
   bo/nus
   cri/sis
   ru/ral
   va/por
   i/tem
   fi/ber

UNIT 4 OPEN SYLLABLES



basis	*resort*	*relax*	*crisis*	*reside*
rival	*basin*	*fatal*	*finance*	*item*
equal	*stupid*	*motive*	*rural*	*fiber*
deny	*flavor*	*bonus*	*vapor*	*erupt*

In Units 2 and 3, your spelling words followed the *vowel-consonant-consonant-vowel* pattern. Another common letter pattern is *vowel-consonant-vowel*. Usually we divide these words into syllables before the consonant. This makes the first syllable end with a vowel.

Syllables which end with a vowel are *open* syllables. In accented syllables, the one vowel of an open syllable usually spells the long vowel sound, as it does in short words like *he, me, so.*

Notice that *a* in the open first syllable in *basis, basin, flavor, fatal,* and *vapor* is long. The *i* in the open syllable in *rival, crisis, item,* and *fiber* is long. The *u* in the open syllable in *stupid* is long *u* or long *oo* (ü), but in *rural* it is short *oo* or "u." The *o* is long in *motive* and *bonus.*

All these words are accented on the first syllable. Can you hear the vowel sounds clearly in the unaccented second syllable?

We divide words like *deny, resort, relax, reside,* and *erupt* before the consonant. Notice, however, what happens to the open-syllable vowel in these words in which the accent is on the second syllable. These vowels become hard to hear. Try saying these words with equal stress or accent on both syllables. Note how the open-syllable vowel sound changes when the accent changes.

Write the spelling words as usual.

10

TEACHING SUGGESTIONS

As is developed in the explanatory section, the stress on the second syllable of words like *deny, resort, relax, reside, erupt,* etc., obscures the open-syllable vowel. The device of "thinking" stress on an unstressed syllable in order to remember the spelling is helpful. Make use of the illustration on page 7 to help pupils develop a systematic method of studying words in spelling. Note the *-or* endings in *flavor* and *vapor* and the *-er* ending in *fiber.*

There are as many as three pronunciations given for *finance:* fə nans′, fi nans′, fī′ nans. *Stupid* is given both the "stü′pid" and the "stū′pid" pronunciations.

Stress the explanation given for the review section. Note the relationship between the principle of doubling the final consonant and the generalization presented in this unit. Spend as much time as needed to be sure all the pupils understand and apply the principle.

Discuss the interesting word story. The Fates were sometimes pictured as young maidens; more commonly, as old hags. Even the gods could not circumvent the decrees of the Fates.

LEARNING YOUR WORDS

1. Write twice the word in the list which may be accented on the first or second syllable.

2. Write the five words from the list which are accented on the second syllable. Draw lines between the syllables.

3. Write the words from the list which are accented on the first syllable. Draw lines between the syllables.

4. Write the *-ing* forms of *rival, equal, finance,* and *reside.*

5. Write the *-ly* forms of *fatal* and *equal.*

USING YOUR WORDS



A KNOW YOUR MEANINGS

Write *Synonyms* or *Antonyms* to identify each of these pairs of words.

1. rival—competitor

2. fiber—thread

3. rural—urban

4. flavor—taste

5. erupt—smolder

6. deny—acknowledge

7. motive—incentive

8. vapor—gas

MORE POWER TO YOU

omit	occur	prefer
omitted	occurred	preferred

One-syllable words and words accented on the last syllable, when they end in a single consonant preceded by a single vowel, double the consonant before adding an ending beginning with a vowel.

9. equal—unequal

10. crisis—emergency

11. relaxed—tense

12. basis—foundation

13. reside—abide

14. fatal—mortal

15. finances—funds

16. stupid—intelligent

B LIFT YOUR LANGUAGE

The words *each, everyone, anybody, every, either, neither, everybody, anyone, somebody, someone, nobody, no one, one* are usually singular. Pronouns used to refer to these words must also be singular. Rewrite these sentences and correct the mistakes.

1. In some rural communities, no one is able to get their mail delivered to their door.

2. Rivalry helps one develop their character.

3. Each contestant in the race tried their best.

Answers

4. rivaling
equaling
financing
residing

5. fatally
equally

A.

1. Synonyms
2. Synonyms
3. Antonyms
4. Synonyms
5. Antonyms
6. Antonyms
7. Synonyms
8. Synonyms
9. Antonyms
10. Synonyms
11. Antonyms
12. Synonyms
13. Synonyms
14. Synonyms
15. Synonyms
16. Antonyms

B.

1. . . . no one . . . his mail . . . his door

Learning Your Words. The exercise can be done without teacher help, but answers should be reviewed.

Using Your Words, A. Pupils should be able to do this exercise without direction.

Using Your Words, B. This should be a profitable exercise to help eliminate a very common usage error, the failure to make a pronoun agree in number with its antecedent. Review and explain the principle involved if pupils have not recently dealt with the problem in their English textbooks.

Using Your Words, C. Although the plural forms of *basis* and *crisis* are less frequently used than the singular, the words are good illustrations of the retention in English of internally inflected Latin plural forms. There is a strong tendency to "regularize" the plural forms (by adding s or *es*) of words which have "irregular" plurals (e.g., *gymnasia, gymnasiums*).

Unit Test and Sentence Dictation. Follow the usual procedures. The dictation sentences include the words in the list and some forms of the review words.

Answers

2. . . . one . . . his . . .
3. Each . . . his . . .
4. Everybody . . . his . . .
5. Neither . . . he was . . .
6. Everyone . . . he . . .
7. . . . person . . . his . . .
8. Each . . . his . . .
9. One . . . his . . .
10. . . . no one . . . his

C.

1. bases; crises
2. ē′kwəl
   ri laks′
   di nī′
   rür′əl
3. denial; rivalry

4. Everybody cared for their own finances.

5. Neither thief had a motive for stealing the items they were caught with.

6. Everyone residing at the resort relaxed before they went swimming.

7. Only a stupid person gives in to their fears.

8. Each of the men will deny that their bonus is equal to the others.

9. One could see the fatal vapor erupt from the volcanic basin if their eyes were good.

10. In a crisis, no one has a right to give in to their anxieties.

C ✻ USE YOUR DICTIONARY ✻✻✻✻✻✻✻✻✻

1. Write the plural forms of *basis* and *crisis*.

2. Show the dictionary pronunciation of *equal*, *relax*, *deny*, and *rural*.

3. Write the noun forms of *deny* and *rival*.

TESTING YOUR SPELLING

basis	flavor	rural
rival	relax	vapor
equal	fatal	reside
deny	motive	item
resort	bonus	fiber
basin	crisis	erupt
stupid	finance	



fatal, which comes from Latin *fatum*, or "that which is decreed by the gods." In the Greek and Roman religions, three goddesses, or *Fates*, determined the course of human life. They were Clotho, who spun the thread of life; Lachesis, who decided the length; and Atropos, who cut it off.

Use a dictionary to help you write an interesting word story about *bonus*.

Long after *pictographs* and *ideographs* were used to record language, someone got the idea of making signs to represent the *sounds* of language.

For example, the sign for *pan* might be  , and the sign for *tree* might be  . The word *pantry* could be represented by putting such *phonograms*, or "sound writings," together.

We call this *rebus* writing. Can you read these rebus words?



Several of the Semitic peoples first had a system of such *syllable* script; the Japanese still have such a system in use today. The trouble with syllable script is that there must be hundreds of symbols to represent the syllables.

1. He was too *stupid* to *deny* his *motive* for harming his *rival*.

2. A cloud of *vapor* was the *basis* of his fear of a storm.

3. He *preferred* to *relax* at a *rural resort*.

4. It *occurred* to the doctor that a *crisis* might be *fatal*.

5. The *finance* company asked for ten *equal* payments.

6. Mother *omitted* two *items* from the recipe and spoiled the *flavor*.

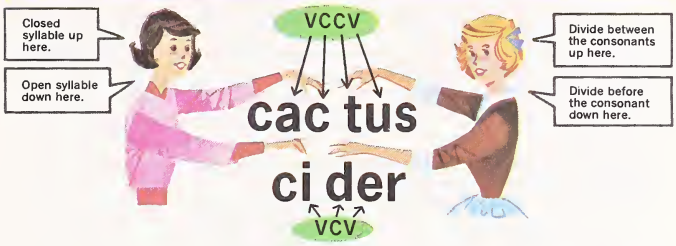
7. We soaked the *fibers* in a *basin* of water.

8. People do not *reside* near the volcano because it might *erupt* at any time.

9. Father received a *bonus* from his company for his good work.

Interesting Word Assignment. *Bonus* is from L. *bonus* good. Pupils may get into some of the varied uses of the word, e.g., loan premiums, money beyond compensation, money or insurance given by a government to discharged soldiers, corporation gifts to stockholders, etc.

crusade	agent	parlor	omen	immense
gallop	cactus	sulfur	crystal	cluster
bonnet	harbor	rejoice	pilgrim	unit
miser	glider	cannon	cider	alarm



In Units 2 and 3 you divided into syllables words which are in the *vowel-consonant-consonant-vowel* pattern. This division makes the first syllable a closed syllable; the second syllable is either closed or open. In Unit 4 you divided into syllables words which are in the *vowel-consonant-vowel* pattern. This division makes the first syllable an open syllable; the second is either closed or open.

In both kinds of words, the vowel sounds are affected by accent. In accented syllables the vowel sounds in closed syllables are usually short; in open syllables, usually long. In unaccented syllables, the vowel sounds are often blurred, and are often represented by the schwa symbol in the dictionary.

You have had some practice in thinking equal stress on both syllables of the words in order to make the vowel sounds clearer and easier to remember for spelling.

The words in Unit 5 are examples of both spelling patterns. Follow the steps shown in the pictures on page 7 with each word of your list.

Notice the *-or* endings in *harbor* and *parlor* and the *-er* endings in *miser*, *glider*, *cider*, and *cluster*. Note the *-ur* ending in *sulfur*. All of these endings are in unaccented syllables, so you cannot hear the vowel clearly. Always look carefully at the *-ər* endings to see whether the spellings are *-ar*, *-er*, *-ir*, *-or*, or *-ur*. When your teacher pronounces the words for you to write, draw lines between the syllables.

Power Vocabulary

cacti
cactuses
sulphur

TEACHING SUGGESTIONS

Coming after two units of words in the VCCV pattern and one in the VCV pattern, this unit includes words in both patterns and summarizes and reviews the work of the three preceding units. Use the explanatory material as usual, and use the illustration to summarize the two ways to divide into syllables.

Stress the difficult spots in several words in the list: the soft *g* in *agent,* the *c* spelling of "k" in *cactus,* the *-or* endings of *harbor* and *parlor,* the *-ur* ending of *sulfur,* the *y* in *crystal,* etc.

The generalization presented in the review section is a corollary of that in Unit 4. Review the principle of doubling given in Unit 4 and relate it to the one in the review section of Unit 5. This merits aggressive attention.

Read and discuss the interesting word story and *About Our Language*.

Learning Your Words. The exercises can be done independently by the pupils. Go over the answers.

Using Your Words, A. This form of exercise

Answers

1. im/mense
2. gal/lop
   bon/net
   cac/tus
   har/bor
   par/lor
   sul/fur
   can/non
   crys/tal
   pil/grim
   clus/ter
3. mi/ser
   a/gent
   o/men
   ci/der
   u/nit
   glid/er
4. re/joice
   a/larm
   cru/sade
5. parlor
   harbor
6. miser
   glider
   cider
   cluster
   sulfur

LEARNING YOUR WORDS

1. Write twice the word in the vccv pattern that has the accent on the second syllable. Draw a line between the syllables.

2. Write the ten words in the vccv pattern with the accent on the first syllable. Draw lines between the syllables. (One is vc/ccv.)

3. Write the six words in the vcv pattern with the accent on the first syllable. Draw lines between the syllables.

4. Write the three words in the vcv pattern with the accent on the second syllable. Draw lines between the syllables.

5. Write the words with the "-ər" ending spelled *-or*.

6. Write the words with the "-ər" ending spelled *-er* and the one spelled *-ur*.

USING YOUR WORDS



Pilgrims?

A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻✻

Write the words from the spelling list for the blanks in the two paragraphs. The words in parentheses after each blank will give you a clue.

1. Off into the desert rode the old __a__ (person who loves money for its own sake), the stolen jug of __b__ (juice pressed out of apples) clutched in his hand. Close behind him rode the government __c__ (representative), spreading the __d__ (noise to warn or awaken people) as he went. The chase ended when an __e__ (huge) __f__ (group) of __g__ (plant with thick, fleshy, spiny stems) plants ended the __h__ (fast gait) of the old man's horse.

2. Into the __a__ (port), like a great __b__ (thing that moves along smoothly and evenly), sailed the first ship in the __c__ (group of things considered as one), its decks crowded with __d__ (persons who go on a journey as an act of religious devotion). All on board __e__ (filled with joy). This marked the beginning of their __f__ (vigorous campaign against a public evil). Only an ill __g__ (sign of what is to happen) could stop them now.

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻

Do not put into one sentence statements that have no connection with one another. Avoid run-together sentences consisting of statements hung together with *and*, *but*, *so*.

MORE POWER TO YOU!

benefit benefited benefiting

When the accent is *not* on the last syllable, words which end with a single consonant preceded by a single vowel do *not* double the final consonant before adding an ending beginning with a vowel. Do not confuse these spellings with *fitted* and *fitting*.

is provided to give some variety to the word meanings activity. Be sure all pupils understand what is to be done.

Using Your Words, B. This work will require some teacher help, even though the pupils have done similar exercises before. Run-on sentences are a common error in writing at this level. Let pupils compare revisions and comment on ways of obtaining sentence unity.

Using Your Words, C. The pupils will be able to do these exercises with the help of the Spelling Dictionary.

Unit Test and Sentence Dictation. Remind pupils that next week is review week, when they will give special attention to words misspelled on weekly tests.

1. Our *agent galloped* down the road to give the *alarm* to our army *units*.
2. Many *pilgrims* sailed into the *harbor* to join the *crusade*.

Rewrite the following sentences, correcting any lack of unity by shortening into more sentences.

1. The pilgrims saw the cross in the sky and took it as an omen to join the crusade so they set their horses into a gallop and they dragged the cannon down to the ships in the harbor.

2. The road agent peered from behind the cactus at the old miner seated in the parlor and he rejoiced to see him fingering an immense cluster of diamonds and he was so busy he did not become alarmed.

C * USE YOUR DICTIONARY ********

1. Write the words with these origins, and give the present meaning of each.

a. From French *parler*, meaning "to speak"

b. From Greek *sikera*, meaning "strong drink"

c. From Greek *kryos*, meaning "icy cold"

2. Write two plural forms of *cactus*.

3. Write the two spellings of *sulphur*.

TESTING YOUR SPELLING

crusade	glider	pilgrim
gallop	parlor	cider
bonnet	sulfur	immense
miser	rejoice	cluster
agent	cannon	unit
cactus	omen	alarm
harbor	crystal	



AN INTERESTING WORD IS . . .

crusade, which comes from the Latin *crux* (cross). In Spanish, *cruzada*, and in French, *croisade*, mean "to mark with the cross." The name was given to the military expeditions of the Christians in the 11th, 12th, and 13th centuries to recover the Holy Land from the Moslems. It has now come to mean any concerted effort to do good.

Use a dictionary to help you write an interesting word story about *alarm*.

ABOUT OUR LANGUAGE

After *phonograms*, or syllable writing, had been used for many years, *alphabetic* writing — writing a sign, or letter, for each sound — was stumbled upon.

Scholars say that the Egyptians, who had a picture writing system called *hieroglyphics*, had enslaved the Seirites, a Semitic people. Wanting for some reason to teach the Seirites to write, they showed them their hieroglyphic pictures and suggested that they use a picture to represent the *first* sound of the word that the picture represented.

Assigning a picture to each sound in their language gave them an alphabet. They could write whatever they could say. They gradually simplified their pictures into letters.

Answers

A.

1. (a) miser
   (b) cider
   (c) agent
   (d) alarm
   (e) immense
   (f) cluster
   (g) cactus
   (h) gallop
2. (a) harbor
   (b) glider
   (c) unit
   (d) pilgrims
   (e) rejoiced
   (f) crusade
   (g) omen

B.

(Sentences will vary.)

C.

1. (a) parlor — room for receiving guests
   (b) cider — juice pressed from apples
   (c) crystal — a very transparent glass
2. cacti
   cactuses
3. sulfur
   sulphur

3. The old *miser's* money can *benefit* the poor and do an *immense* amount of good.
4. Mother left her *bonnet* in the *parlor*.
5. The smell of *sulfur* rose from the *cannon*.
6. Fliers have *benefited* from the work of *glider* pilots.
7. Mother poured *cider* into *crystal* glasses.
8. Great *clusters* of *cactus* plants grew there.
9. The old man *rejoiced* that his efforts were *benefiting* mankind.
10. We looked upon the star as an *omen* of good luck.

Interesting Word Assignment. *Alarm* is from OF. *alarme and* It. *allarme,* from *all' arme* to the arms, i.e., literally, a contracted phrase calling upon defenders to seize their weapons and rush to defense. This word is another example of how the uses of words change through the years, the words usually being used in broader contexts and acquiring more general meanings.

Answers

2. (a) warrant; basis
   (b) garbage; relax
   (c) orchard; crisis
   (d) appeal finance
   (e) gender; erupt
   (f) offense; equal
   (g) lecture; motive
   (h) campus; rival
   (i) observe; rural
   (j) solvent; item
3. (a) bookkeeper
   toothache
   (b) speedometer
   motorcycle
   (c) neckties
   evergreen
   (d) horsepower
   aircraft
   (e) broadcasting
   scoreboard
   (f) headlines
   extraordinary

UNIT 6 REVIEW

1	2	3	4	5
bookkeeper	attempt	charter	basis	crusade
heretofore	rescue	offense	rival	gallop
aircraft	splendid	solvent	equal	bonnet
headquarters	welfare	perfect	deny	miser
headlines	compass	gender	resort	agent
evergreen	fertile	arrest	basin	cactus
windshield	afford	adverb	stupid	harbor
necktie	stubborn	warrant	flavor	glider
tiresome	appear	appeal	relax	parlor
toothache	quarrel	campus	fatal	sulfur
motorcycle	compound	observe	motive	rejoice
extraordinary	sermon	expert	bonus	cannon
scoreboard	infant	garbage	crisis	omen
speedometer	vessel	affair	finance	crystal
broadcast	burden	lecture	rural	pilgrim
furthermore	suspect	survey	vapor	cider
yourselves	pursue	slender	reside	immense
chairman	announce	essay	item	cluster
horsepower	textile	orchard	fiber	unit
roommate	target	induce	erupt	alarm

REVIEWING SPELLINGS

1. Every sixth unit in your book is a review unit. This review unit includes the words you have studied in Units 1–5. First study the words you misspelled on the tests. Then review all the words to be sure you can spell each one.

2. In these nonsense words, the first syllables come from words from Unit 3. They are joined with the second syllables of some words from Unit 4. Write these first syllables and add the proper second syllables. Write these second syllables and add the proper first syllables from Unit 4 words.

a. warsis	**b.** garlax
c. orsis	**d.** apnance
e. genrupt	**f.** ofqual
g. lective	**h.** camval
i. obral	**j.** soltem

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TEACHING SUGGESTIONS

Each of the six review units in this book requires the pupils to review words misspelled on tests and to write many of the words from the five lists.

Reviewing Spelling. Exercise 1. Pupils have recorded the words misspelled on the five preceding tests. Insist that they first give attention to these words and that they then review all of the words in the five lists.

Exercise 2. Be sure that pupils understand the exercise, for it is somewhat unusual. Explain that *war* is the first syllable of *warrant* (Unit 3) and that *sis* is the second syllable of *basis* or *crisis* (Unit 4).

3. Write these picture titles, filling in the missing words from Unit 1 (or forms of them).





a. This __ has a __.



b. A big __ on the __.



c. Why hang __ on an __?



d. Real __ for an __.



e. He's __ from the __.

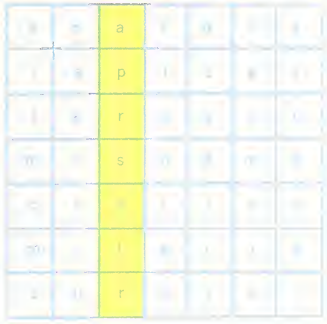
f. The __ are about an __ event.

4. Here are two-syllable words from the list for Unit 2, but the first syllables are joined to the wrong second syllables.

Write each beginning syllable with the proper second syllable.

a. quarfare
b. appound
c. comrel
d. ressel
e. serfant
f. suspear
g. texpect
h. incue
i. stubtile
j. splentempt
k. atborn
l. weldid
m. vesden
n. burmon

5. Unscramble the seven sets of letters, making a word from Unit 5 of each one. Unscramble the letters in the colored squares to make the plural form of another Unit 5 word. Write the eight words.



REVIEWING MEANINGS

Which one of the three words or phrases has the same or nearly the same meaning as the first word?

1. *cluster:* (**a**) bouquet; (**b**) group; (**c**) arrangement

2. *basis:* (**a**) utensil; (**b**) helmet; (**c**) foundation

3. *offense:* (**a**) insult; (**b**) misdemeanor; (**c**) smell

4. *vessel:* (**a**) hollow container; (**b**) passageway; (**c**) garment

5. *observe:* (**a**) to hinder; (**b**) to forget; (**c**) to notice

Answers

4. (a) quarrel
   (b) appear
   (c) compound
   (d) rescue
   (e) sermon
   (f) suspect
   (g) textile
   (h) infant
   (i) stubborn
   (j) splendid
   (k) attempt
   (l) welfare
   (m) vessel
   (n) burden
5. crusade
   gallops
   crystal
   immense
   rejoice
   pilgrim
   cluster
   parlors

Reviewing Meanings

1. b 2. c
3. b 4. a
5. c

Exercise 3. If some pupils do not understand what they are to do, help them to interpret the pictures.

Exercise 4. This work is of the same nature as that for exercise 2. Call the attention of pupils to the fact that the words they will write are all from the list for Unit 2.

Exercise 5. This kind of word puzzle has been introduced in the middle grades. Demonstrate the procedure with the first word if necessary.

Reviewing Meanings. In this and in the other review units a standard form of vocabulary test is included to be sure that pupils are certain about the meanings of the words they are required to spell. The work can be quickly corrected by the class. This kind of exercise will

Answers

6. a	7. b
8. a	9. b
10. c	11. c
12. c	13. b
14. c	15. b
16. b	17. a
18. a	19. c
20. b	21. a
22. a	23. b
24. a	25. c
26. a	27. b

Reviewing Punctuations

1. a	2. b
3. b	4. a
5. b	6. b
7. a	8. b
9. b	10. b
11. a	12. a
13. b	14. b
15. b	16. b
17. a	18. b
19. a	20. b

6. *reside:* (**a**) to live; (**b**) to give up; (**c**)to stay
7. *solvent:* (**a**) serious; (**b**) able to dissolve; (**c**) not a gas
8. *extraordinary:* (**a**) unusual; (**b**) wasteful; (**c**) not essential
9. *expert:* (**a**) definite; (**b**) skillful; (**c**) suitable
10. *rival:* (**a**) danger; (**b**) ceremony; (**c**) competitor
11. *pursue:* (**a**) to supply; (**b**) to push; (**c**) to follow
12. *welfare:* (**a**) well equipped; (**b**) free treatment; (**c**) being or doing well
13. *immense:* (**a**) crude; (**b**) huge; (**c**) pure
14. *appeal:* (**a**) to come before; (**b**) to fill with horror; (**c**) to call for help
15. *erupt:* (**a**) to build; (**b**) to burst forth; (**c**) to wear away
16. *survey:* (**a**) to stop; (**b**) to inspect; (**c**) to outlive
17. *omen:* (**a**) warning sign; (**b**) prophet; (**c**) unlimited power
18. *induce:* (**a**) to persuade; (**b**) to acquaint; (**c**) to interfere
19. *deny:* (**a**) to take away; (**b**) to condemn; (**c**) to contradict
20. *textile:* (**a**) topic; (**b**) woven fabric; (**c**) contained in the text
21. *fiber:* (**a**) thread; (**b**) leg bone; (**c**) unhealthy condition
22. *fertile:* (**a**) productive; (**b**) barren; (**c**) cultivated
23. *rejoice:* (**a**) to come together; (**b**) to delight; (**c**) to narrate
24. *fatal:* (**a**) deadly; (**b**) stupid; (**c**) important
25. *burden:* (**a**) package; (**b**) bump; (**c**) load
26. *crusade:* (**a**) noble enterprise; (**b**) severe test; (**c**) shellfish
27. *warrant:* (**a**) soldier; (**b**) sanction; (**c**) justice

REVIEWING PRONUNCIATIONS

Which is the correct dictionary pronunciation for each of these words?

1. *alarm:* (**a**) ə lärm′; (**b**) ə lär əm
2. *textile:* (**a**) teks′chəl; (**b**) teks′təl
3. *erupt:* (**a**) ē′rupt; (**b**) i rupt′
4. *harbor:* (**a**) här′bər; (**b**) här′bôr
5. *fertile:* (**a**) fėr′tīl; (**b**) fėr′təl
6. *gender:* (**a**) gen′dər; (**b**) jen′dər
7. *yourselves:* (**a**) ūr selvz′; (**b**) ūr selfs′
8. *lecture:* (**a**) lek′tūr; (**b**) lek′chər
9. *compass:* (**a**) kom′pas; (**b**) kum′pəs
10. *survey:* (**a**) sėr′vi; (**b**) sər vā′
11. *motorcycle:* (**a**) mō′tər sī′kəl; (**b**) mō′tər sik′əl
12. *offense:* (**a**) ə fens′; (**b**) ô′fens
13. *relax:* (**a**) rē′laks; (**b**) ri laks′
14. *furthermore:* (**a**) fu′ŦHər môr; (**b**) fėr′ŦHər môr
15. *warrant:* (**a**) wėr′ənt; (**b**) wôr′ənt
16. *stubborn:* (**a**) stub′ər en; (**b**) stub′ərn
17. *pursue:* (**a**) pər sü′; (**b**) pər sū′
18. *reside:* (**a**) ri sīd′; (**b**) ri zīd′
19. *extraordinary:* (**a**) eks trôr′də ner′i; (**b**) eks tra ôr′də ner′i
20. *crusade:* (**a**) krü′sād; (**b**) krü sād′

hat, āge, cāre, fär; let, ēqual, tėrm; it, īce; hot, ōpen, ôrder; oil, out; cup, půt, rüle, ūse; ch, child; ng, long; th, thin; ŦH, then; zh, measure; ə represents *a* in about, *e* in taken, *i* in pencil, *o* in lemon, *u* in circus.

WRITING YOUR WORDS

also give pupils some practice in dealing with standardized vocabulary tests when they are required to take such tests.

Reviewing Pronunciations. A review exercise like this one is also included in each of the six review units for the year. The teacher will find this activity helpful in reviewing systematically the diacritical marking system.

Review Test. The teacher may dictate 25 words if this seems desirable. If 20 words are used for the test, the following list is suggested.

Suggested Words for Test

1. heretofore
2. toothache
3. extraordinary
4. furthermore
5. welfare
6. quarrel
7. rescue
8. fertile
9. lecture
10. garbage
11. warrant
12. solvent
13. erupt
14. finance
15. stupid
16. crisis
17. cactus
18. sulfur
19. crystal
20. immense

UNIT 7 MIXED SYLLABLES



In Unit 5, you divided two-syllable words into parts, either between the two consonants in the VCCV pattern or before the consonant in the VCV pattern. Most of these words in Unit 7 have three syllables.

Words with more than two syllables may have both the VCV and VCCV spelling patterns. Long words may have several of both patterns. Sometimes there are three consonants together in a word, but usually two of them spell one sound or blend two sounds closely.

Study your words by going through the steps shown in the pictures.

When your teacher pronounces the words for you to write, draw lines between the syllables. Learn to spell the words syllable by syllable.

LEARNING YOUR WORDS

1. Write the word in the list which has only two syllables. Draw a line between the syllables.

2. Write the word which has one VCCV and two VCV patterns. Draw lines between the syllables.

3. Write the two words which have two VCV patterns only. Draw lines between the syllables. Say the words to yourself as if each syllable had equal accent.

Power Vocabulary

sacrificing
persuading

Answers

1. per/suade
2. ap/pa/ra/tus
3. sa/li/va
   u/ni/form

TEACHING SUGGESTIONS

This unit of words of several syllables is intended to provide the pupils with practice in dividing into syllables words with various VCCV and VCV combinations. Pupils should be led to understand that length does not necessarily make for difficulty in spelling and that long words are merely a series of syllables, each of which is usually easy to spell. Use the illustration to reinforce the generalizations reviewed here.

Note the usual difficult spots as the words are introduced. The schwa sound is spelled with *i* in *sacrifice* and with *o* in *absolute*. Note the double consonants in some words, as well as the vowels before *r* in *surrender* and *turpentine*. The doubled *n* in *cinnamon,* the *p*'s in *opposite* and *apparatus,* and the *s*'s in *messenger* and *passenger* may cause errors. The dictionary pronunciations given for *apparatus* are "ap′ ə rā′ təs" and "ap′ ə rat′ əs." Give attention to the apparently easy words in the review section. These words are often misspelled by high school students and adults.

In discussing the interesting word story, the pupils may recall that efforts to find new ways

Answers

4. tu/ber/cu/lo/sis
5. mes/sen/ger
   for/bid/den
   pas/sen/ger
   sur/ren/der
   tur/pen/tine
   mer/chan/dise
6. cin/na/mon
   dif/fi/cult
   op/po/site
   sac/ri/fice
   cu/cum/ber
   mas/cu/line
   ab/so/lute
   re/main/der
   sub/ma/rine
7. sacrificing
   persuading

A.

1. apparatus — equipment
2. absolute — complete
3. difficult — hard to get along with
4. forbidden — not allowed
5. messenger — forerunner
6. opposite — different
7. persuade — urge
8. uniform — not changing
9. sacrifice — loss

4. Write the word with three vcv patterns and one vccv pattern. Draw lines between the syllables.

5. Write the six words which have two vccv patterns only. Draw lines between the syllables. One pattern is vc/ccv.

6. Write the nine words which have one vccv pattern and one vcv pattern. Draw lines between the syllables.

7. Write the *-ing* forms of *sacrifice* and *persuade.*

USING YOUR WORDS



Napparatus?

A KNOW YOUR MEANINGS

Write the italicized word, and after it write the word or phrase that defines it.

1. *Apparatus* for an experiment: organs; test tubes; equipment; chemicals

2. The *absolute* truth: wise; foolish; complete; limited

3. A *difficult* person: stubborn; flighty; unintelligent; hard to get along with

4. *Forbidden* pleasures: stolen; unpleasant; not allowed; legal

5. A *messenger* of hope: forerunner; song; inspired words; festival

6. *Opposite* directions: competent; different; chance; suitable

here hear peace piece

Homonyms are words which are pronounced the same but have different meanings and spellings. They cause many spelling errors. These homonym pairs should be memorized, for they are often misspelled.

7. *Persuade* to go: tell; refuse; urge; desire

8. A *uniform* rate: irregular; not changing; united; rapid

9. Sell at a *sacrifice:* profit; public auction; safe rate; loss

B LIFT YOUR LANGUAGE

From past studies you remember that the words of our language may be used as different parts of speech.

Noun: Name of anything
Pronoun: Stands for a noun
Verb: Expresses action or being
Adjective: Modifies noun or pronoun
Adverb: Modifies verb, adjective, or adverb
Preposition: Shows relationship between noun or pronoun (its object) and another word
Conjunction: Connects words or groups of words
Interjection: Expresses strong feeling

Write the italicized words, and after each one write the part of speech it is in the sentence.

1. A *messenger surrendered* the *remainder* of the *merchandise.*

of access to spice sources led to the discovery of America and of water routes to the East.

Learning Your Words. The exercises require no teacher help, but the pupils' work should be checked or reviewed when they have finished.

Using Your Words, A. The exercises need no teacher help, but the work should be reviewed, for some careful selections must be made.

Using Your Words, B. Before the exercise is done, it will be helpful to review the parts of speech and to stress the fact that the part of speech of a word depends upon its use in a sentence. Review the pupils' work with them when they have finished.

Using Your Words, C. The pupils should have the use of a good dictionary in order to do this exercise properly.

Unit Test and Sentence Dictation. Remind pupils to record words misspelled on the test.

1. Long ago it was *absolutely forbidden* by the Dutch to sell one *piece* of *cinnamon* to the English.

2. He was *persuaded* that it was *absolutely* necessary to save the *submarine*.

3. The *passengers sacrificed* their comfort during the *difficult* flight.

4. This *apparatus* is designed for use by patients with *tuberculosis*.

5. A *masculine* team of workers brought in a *cucumber* crop.

C USE YOUR DICTIONARY

Consult a large dictionary, and explain the difference between the words in each of these pairs: *merchandising* and *selling; cinnamon* and *paprika; sacrifice* and *sacrilege*.

TESTING YOUR SPELLING

A	B	Γ	Δ	E	Z	H	Θ
I	K	Λ	M	N	Ξ	O	Π
P	Σ	T	Υ	Φ	X	Ψ	Ω

α	β	γ	δ	ϵ	ζ	η	θ
ι	κ	λ	μ	ν	ξ	ο	π
ρ	σ	τ	υ	φ	χ	ψ	ω

The Greek Alphabet

cinnamon	forbidden	apparatus
difficult	sacrifice	persuade
merchandise	cucumber	remainder
opposite	masculine	absolute
saliva	passenger	turpentine
messenger	surrender	submarine
uniform	tuberculosis	

cinnamon, which has come to us from the Hebrew *qinnamon* through Greek, Latin, and French. In the time of Queen Elizabeth I, the Dutch tried to monopolize the cinnamon market in Ceylon by enforcing a death penalty for the sale of even a stick of the spice. The British took the island in 1796 and got into the spice trade through the East India Company.

Use a dictionary to help you write an interesting word story about *uniform*.

Other Semitic people, like the Phoenicians, copied the idea of using a sign for each sound in their language. Semitic words are so built that you can read them easily without filling in the vowels, especially if you know where the vowels are missing. For example, you can guess that d.ff.r.nt represents *different*. And so Semitic languages like Arabic and Hebrew did not need vowel letters.

When the seafaring Phoenicians began to trade with the Greeks, the Greeks learned about the Phoenician alphabet writing. The Greeks had seven vowels in their language, so they devised letters for these vowel sounds. After some years, the Greeks began writing from left to right instead of from right to left, as the Arabs and Hebrews did.

When the Romans got the alphabet from the Greeks, they dropped two of the vowels. The alphabet we use is the Roman alphabet. The Greek alphabet is shown in the picture above.

Answers

B.

1. messenger — noun
   surrendered — verb
   remainder — noun
   merchandise — noun
2. persuaded — verb
   absolutely — adverb
   submarine — noun
3. passengers — noun
   sacrificed — verb
   difficult — adjective
4. apparatus — noun
   tuberculosis — noun
5. masculine — adjective
   cucumber — adjective

C.

(Answers will vary.)

2. The captain had to *sacrifice* his *merchandise* and *surrender* his *passengers*.

3. We use *turpentine* to thin the paint.

4. A *messenger* in *uniform* delivered the *remainder* of the mail.

5. It was *difficult* to repair the *apparatus* used to steer the *submarine*.

6. The president *persuaded* the general to ask for *peace* terms.

7. The sharp taste of the *cucumbers* caused a quick flow of *saliva*.

8. The strong, *masculine* fighter was stricken with *tuberculosis*.

9. The boy who sits *here opposite* me does not *hear*.

Interesting Word Assignment. *Uniform* is from F. *uniforme,* from L. *uniformis,* from *unus* (one) + *forma* (form); thus, one meaning of *uniform* is "having always the same form, not varying," etc. Thus, any dress of a particular style, worn by those in the same service, has come to be a *uniform*.

Power Vocabulary

missionaries
discoveries
territories
dormitories
juries
summaries
centuries
faculties
comedies
agencies
emergencies
ceremonies
centuries
energies
sympathies
harmonies
laundries
anxieties
testify
assemble
testimonies
assemblies
universities

Answers

1. missionary; missionaries
   discovery; discoveries
   territory; territories
   dormitory; dormitories
   jury; juries
   summary; summaries
   century; centuries

UNIT 8 PLURALS OF NOUNS ENDING IN Y



The final *y* is a common noun suffix, usually having the short *i* sound. Nouns ending in *y* preceded by a consonant form their plurals by changing the *y* to *i* and adding *-es*.

Are all the words in your list nouns? Are all final *y*'s preceded by consonants? Nouns ending in *y* preceded by a vowel form their plurals by adding *-s* only (unless *u* precedes and is pronounced as a consonant, as in *-quy*).

The only exceptions to this spelling rule are proper names, which usually take *-s* to form plurals: the two *Marys*, two *Germanys*, etc.

The rule may be used with words other than nouns and endings other than *-es*. The final *y* is usually changed to *i* before any ending, unless the ending begins with *i* (*carry, carrying*).

When your teacher pronounces the words for you to write, write either the singular or plural form as your teacher directs. Be careful to spell the plurals correctly.

LEARNING YOUR WORDS

1. The *-ary*, *-ory*, *-ery*, and *-ury* are common noun endings. Write the nouns with these endings. Write their plural forms.

2. Write the three nouns in which *c* spells the "k" sound. Write their plural forms.

3. Write the four nouns in which *c* spells the "s" sound. Write their plural forms.

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TEACHING SUGGESTIONS

The final *y* spelling of the "i" sound is presented in a full unit as early as Grade 2. The changing of *y* to *i* before *es* is presented in a third-grade unit and is reviewed in every following grade. The generalization should, therefore, be familiar, although this kind of spelling error is not uncommon. The *-quy* endings are infrequent (*soliloquy, soliloquies*). In pronouncing the words for the pupils to write, occasionally ask that the plural instead of the singular be written.

Note the unexpected spelling of *anxiety*, the pronunciation of the *-tury* ending in *century*, and the *c* spelling of the "s" sound in *century* and *ceremony*.

The words in the review section are examples of the generalization reviewed in the unit.

When the interesting word story is discussed, pupils may be encouraged to get more information about the Cyrillic alphabet, as they will have occasion to see it frequently in TV and newspaper pictures of scenes in the Soviet Union.

Learning Your Words. The work can be done independently.

4. Write the three nouns in which *g* spells the "j" sound. Write their plural forms.

5. Write the singular and plural forms of the word in which:

a. *y* spells the "i" sound twice
b. *a* spells the "ä" sound
c. *au* spells the "ô" sound
d. the "ng" sound is not spelled *ng*
e. the *j* spells the "j" sound

6. Write the verbs *testify* and *assemble.* Change them into nouns. Write their plurals.

7. Write the singular and plural forms of *university.* Mark the syllables.

USING YOUR WORDS



Fanxiety?

A * KNOW YOUR MEANINGS *********

Write the word from the list for each of the meanings given below.

1. Capacity for doing work
2. Teachers of a school
3. Very polite conduct
4. A sudden need
5. Act of finding out
6. Agreement of feelings
7. Region or district
8. Amusing drama

MORE POWER TO YOU!

story stories theory theories

Nouns ending in *y* preceded by a consonant usually change the *y* to *i* before adding the *-es* to form the plurals.

9. Period of 100 years
10. Worried or uneasy feeling
11. Brief statement of facts
12. A sharing of another's sorrow
13. Group of people meeting together
14. Person sent on a religious mission

B * LIFT YOUR LANGUAGE *********

A *collective noun* names a group. When considered as a whole, such a noun takes a singular verb: *The grand jury* is *in session today.* But if such a noun is considered as combined units or individuals, it takes a plural verb; *The jury* are *disagreed.*

Copy these sentences, using the correct verb in each. Be ready to give reasons for your choice.

1. The assembly (*was, were*) asked to hold a ceremony for the territories which became states.

2. The university faculty (*was, were*) working in harmony during the emergency.

3. The jury (*was, were*) disputing among themselves during the summary of the testimony.

Answers

2. faculty; faculties
   discovery; discoveries
   comedy; comedies
3. agency; agencies
   emergency; emergencies
   ceremony; ceremonies
   century; centuries
4. agency; agencies
   emergency; emergencies
   energy; energies
5. (a) sympathy; sympathies
   (b) harmony; harmonies
   (c) laundry; laundries
   (d) anxiety; anxieties
   (e) jury; juries
6. testify; assemble
   testimony; assembly
   testimonies
   assemblies
7. u/ni/ver/si/ty
   u/ni/ver/si/ties

A.

1. energy
2. faculty
3. ceremony
4. emergency
5. discovery
6. harmony
7. territory
8. comedy

Using Your Words, A. This is again standard vocabulary work and requires no teacher help, but the work may be discussed.

Using Your Words, B. The pupils will no doubt find it helpful if the agreement of subject and predicate in number is reviewed before the exercises are done. Errors in the use of collective nouns are, of course, quite common. The answers should be gone over, corrected, and discussed when the work is finished. Pupils may have reasons for making unorthodox choices in the exercise.

Using Your Words, C. The pupils will need no help to find the answers to the exercises, but the teacher should go over the material with them after they have done the work.

Unit Test and Sentence Dictation. Follow the usual procedures.

1. The lawyer made a *summary* for the *jury* of the *stories* told by the witness in his *testimony*.

2. The *university faculty* appeared at the *ceremony*.

3. His *theories* about matter and *energy* caused the greatest *discovery* of the *century*.

Answers

9. century
10. anxiety
11. summary
12. sympathy
13. assembly
14. missionary

B.

1. was
2. were
3. were
4. was
5. are
6. are

C.

1. harmony
2. comedy
3. dormire — to sleep
   terra — the earth

4. The agency (*was*, *were*) underwriting the missionary's expenses.

5. The board of managers (*is*, *are*) disagreed about putting a laundry in the dormitory.

6. The student body (*is*, *are*) arguing with great energy about the discovery.

C USE YOUR DICTIONARY

1. Which word comes from the Greek *harmos*, "a fitting"?

2. Which word gets its meaning from the Greek *komos*, "a festal procession," plus a word meaning "to sing"?

3. From what Latin words do *dormitory* and *territory* come? What are the meanings of these Latin words?

TESTING YOUR SPELLING



jury	harmony	anxiety
summary	emergency	assembly
faculty	dormitory	missionary
comedy	territory	university
agency	discovery	century
energy	ceremony	sympathy
laundry	testimony	

missionary. A famous missionary was St. Cyril (827–869). Sent to convert the Slavs of the Balkan Peninsula, Cyril adapted the Greek alphabet to the Slavic languages in order to write the Bible stories for the Slavs. The modern Russian alphabet is one of the Cyrillic scripts. The Cyrillic alphabet is used wherever the Greek Orthodox religion exists.

Use a dictionary to help you write an interesting word story about *sympathy*.

Our speech sounds are divided into *consonants* and *vowels*. Consonant sounds are made by narrowing or blocking the breath passage to cause friction. Some consonant sounds like *b*, *d*, and *g* are voiced; some like *p*, *t*, and *k* are unvoiced.

We should have a letter, or symbol, for each of our consonant sounds. Let us examine our consonant letters:

b c d f g h j k l m n
p q r s t v w x y z

There are twenty-one symbols. But the *c* spells both the "k" and the "s" sounds (*cat*, *cigar*). The *g* spells both the "hard g" and the "j" sounds (*goat*, *gentle*). The *q* is always followed by the *u* to spell the "kw" sounds (*queen*). The *s* also spells the "z" sound (*boys*). The *x* spells the "ks" sounds (*box*). We have other consonant sounds, too. Since we have no more letters, we have to use two letters for each sound — *sh*, *ch*, *th*, *wh*, and *ng*.

In Unit 9 we will see how many consonant *sounds* we have in English.

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4. In an *emergency*, we can hold the *assembly* in our *dormitory*.

5. There was great *anxiety* and *sympathy* for the lost *missionary*.

6. The Indian *agency* kept *harmony* in the *territory*.

7. His *theory* is that the *laundry* is badly managed.

8. We knew the *story*, but we still enjoyed the *comedy*.

Interesting Word Assignment. Pupils may develop a paragraph on *sympathy* something like this: *Sympathy* was Latin *sympathia*, from the Greek *syn* (with) + the Greek *pathos* (suffering). Thus, *sympathy* originally meant a suffering with, but we use the word more loosely to mean a sharing of likes, feelings, and interests—a mutual liking and understanding; an ability to put oneself in another's place.

Syn is a Greek prefix which appears as *sym* before roots beginning with *p*, *b*, and *m* (or *syl* before *l*) in words like *symbol*, *symmetry*, *symptom*, etc.; as *syn* in words like *synchronize*, *syndicate*, *synonym*, etc.

UNIT 9 ADDING ING TO VERBS ENDING IN E



Words which end with silent *e* generally drop the *e* before endings which begin with vowels. So a verb ending in silent *e* drops the *e* before adding *-ing*. The few exceptions to this *-ing* rule can readily be remembered.

Verbs like *hoe*, *shoe*, and *toe* keep the *e* because the *hoing*, *shoing*, and *toing* spellings would join the *oi*, which usually spells the "oi" sound, and would cause confusion in pronunciation.

The *e* is also kept in *dyeing* (from *dye*) to make it differ from *dying* (from *die*). A verb like *singe* must keep the *e* in *singeing* to make it differ from *singing*.

Verbs which end in *ie* generally drop the *e* and change the *i* to *y* when *-ing* is added. This is done to prevent two *i*'s from coming together. So, *die* becomes *dying* and *tie* becomes *tying* (*tieing* is not wrong, but the other spelling is preferred).

When your teacher pronounces the words for you to write, sometimes you will be asked to write the *-ing* form.

Power Vocabulary

urging
curving
maturing
puncturing
rouse
rousing
promise
promising
serve
serving
merge
merging
utilizing
apologizing
analyzing
grease
tease
leasing
greasing
teasing
fascinating
creating
anticipating
demonstrating
distributing
postponing
acquiring
competing

TEACHING SUGGESTIONS

The generalization concerning the dropping of the final silent *e* before *-ing* is introduced in the third-grade text and is persistently reviewed in every grade thereafter. However, errors persist in spelling such words, probably because of the exceptions discussed in the explanatory paragraph. It will be profitable to spend time on these exceptions.

As pupils write the words, occasionally ask them to write the *-ing* form instead of the form given. This will help to fix the generalization in their minds.

Draw attention to the *ture* spelling in *mature* and *puncture;* the *y* in *analyze;* the *c* in *acquire;* the *sc* in *fascinate;* and the *c* in *anticipate*. The words in the review section are examples of the rule reviewed in the unit.

Discuss the interesting word story and read *About Our Language*. *Fascinate* is an example of the way word meanings change through use.

Learning Your Words. The exercise can be done without teacher help. Discussion of answers will be profitable, however.

Using Your Words, A. The exercises are not

Answers

1. urge; urging
   curve; curving
   mature; maturing
   puncture; puncturing
2. rouse; rousing
   promise; promising
   serve; serving
   merge; merging
   arouse
   compromise
   conserve
   submerge
3. utilize; utilizing
   apologize; apologizing
   analyze; analyzing
4. lease; leasing
   grease; greasing
   tease; teasing
5. fascinate; fascinating
   create; creating
   anticipate; anticipating
   distribute; distributing
   demonstrate; demonstrating
6. (a) postpone
   postponing
   (b) acquire
   acquiring
   (c) compete
   competing

LEARNING YOUR WORDS

1. Vowels before *r* (especially *u*) are hard to hear. Write the four words in which *u* is followed by *r*. Write the *-ing* forms of these verbs.

2. Write *rouse*, *promise*, *serve*, and *merge*. Write their *-ing* forms. Write the words in the list which have been made from these four verbs by adding prefixes.

3. The *-ize* suffix is often a verb ending. Write the two verbs in the list with this ending and the verb in which the *-ize* ending is spelled *-yze*. Write the *-ing* forms of these three verbs.

4. Write *lease*. Change the *l* to *gr*, to *t*. Write the *-ing* forms of the three verbs.

5. The *-ate* and *-ute* suffixes are often verb endings. Write the five *-ate* and *-ute* verbs in the list. Write the *-ing* forms.

6. Write the verb for each meaning. Then write the *-ing* form of the verb.

a. To delay

b. To secure

c. To contend

USING YOUR WORDS



Ant-icipate?

A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻✻

Answer each question with *Yes* or *No*.

1. Can a *curve* cause a *curvature?*

2. Are *lease* and *rent* synonyms?

MORE POWER TO YOU!

suppose	operate	prepare
supposing	operating	preparing

Words ending with silent *e* generally drop the *e* before endings beginning with a vowel.

3. Is *arouse* the past tense of *arise?*
4. Is an *apologist* one who *apologizes?*
5. Can a good name be *compromised?*
6. Is a *demonstrative* person one given to *demonstrations?*
7. Is a *distributor* something that *distributes?*
8. Is a pleasure sometimes greatest in *anticipation?*
9. Do you *conserve* in a *conservatory?*
10. Are you *analytical* when you *analyze?*

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻

Verbals are words made from verbs. One kind of verbal is a *participle*. A participle is a word made from a verb and is often used as an adjective. There are two forms of participles: *past* participles (*aroused* mob, *submerged* ship) and *present* participles, which have the *-ing* ending (*fascinating* girl).

Read each of these sentences. Write all the present and past participles you can find in the sentence.

1. The submerging diver made his long postponed dive in a badly punctured suit.

2. The competing pitcher whizzed the curving ball past the batter.

difficult, but discussion of the answers will be of benefit to the pupils.

Using Your Words, B. These exercises may require more introduction if verbals have not been dealt with before. They call for the spelling of participial forms, past and present. Pupils often have difficulty in identifying past participles. Be sure to make clear the difference between verbals and verbs.

Using Your Words, C. The teacher should give careful attention to this exercise and work through the explanatory material with the pupils. All pupils should be made aware of this dictionary convention, as it involves looking up word forms which frequently cause spelling errors, even in adult writing.

Unit Test and Sentence Dictation. Follow the usual procedures.

1. We had a *puncture* on the *curve* of the road.
2. We must *utilize* your *mature* wisdom to *anticipate* and *analyze* our problems.
3. We are *preparing* to *demonstrate* our willingness to *compromise*.

3. Apologizing humbly, the driver returned his leased car to the aroused agent.

4. Conserving his energy, the compromised prisoner made his long anticipated break for freedom.

C ✳ USE YOUR DICTIONARY ✳✳✳✳✳✳✳✳

If you were uncertain about the spelling of the present participle form of *gallop*, you could look it up in the dictionary. Can you find it under *gallop*? Why not?

Now look up *curving*. Is there a separate entry? Is *curving* listed under *curve*?

Look up *lease*. Is the *-ing* form listed? Now you should be able to write answers for these blanks.

The dictionary does not have a separate entry for the __a__ form of a word. When the *-ing* is added to a word without changing the spelling of the root, the dictionary does not show the spelling. When the final __b__ is dropped before *-ing* is added, the dictionary will show the spelling of the __c__ form under the __d__ form of the word.

urge	compete	fascinate
curve	conserve	apologize
lease	submerge	distribute
create	utilize	compromise
arouse	acquire	anticipate
mature	puncture	demonstrate
analyze	postpone	

TESTING YOUR SPELLING

fascinate, which comes from Latin *fascinum*, a spell. *Fascinate* once meant "to put one under a spell, to bewitch." Gradually the word came to mean "to charm and attract" so much as to make a person actually spellbound or bewitched.

Use a dictionary to help you write an interesting word story about *compromise*.

The dictionary must have a symbol for each sound in our language. Here are the consonant symbols used in the Thorndike-Barnhart dictionaries and in this spelling book. Beside each symbol, in brackets, is the symbol of the International Phonetic Alphabet, which was devised to represent the sounds of all languages.

You can see that we have twenty-five consonant sounds in English, but we have only twenty-one symbols to spell them.

b[b]	p[p]	d[d]	t[t]	g[g]
k[k]	v[v]	f[f]	TH[ð]	th[θ]
z[z]	s[s]	zh[ʒ]	sh[ʃ]	h[h]
m[m]	n[n]	ng[ŋ]	l[l]	r[r]
y[j]	w[w]	j[dʒ]	ch[tʃ]	hw[ʍ]

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Answers

A.
1. No
2. Yes
3. No
4. Yes
5. Yes
6. Yes
7. Yes
8. Yes
9. No
10. Yes

B.
1. submerging
   postponed
   punctured
2. competing
   curving
3. apologizing
   leased
   aroused
4. conserving
   compromised
   anticipated

C.
(a) -ing
(b) e
(c) -ing
(d) root

4. We must *conserve* our supplies and *distribute* them carefully.

5. I *urge* you to *postpone* your departure and *apologize*.

6. Our *operating* costs are too high for us to *lease* the store.

7. Are you *supposing* that we can *create* enough interest to *arouse* the voters?

8. We were *fascinated* by his ability to *submerge* and then rise to the surface.

9. Can you *acquire* a partner and *compete* in the match?

Interesting Word Assignment. For *compromise,* the pupils might develop a paragraph something like this: *Compromise* illustrates how the meanings of words can change. The original meaning, *com* (with) + *promise,* was simply to bind by agreement.

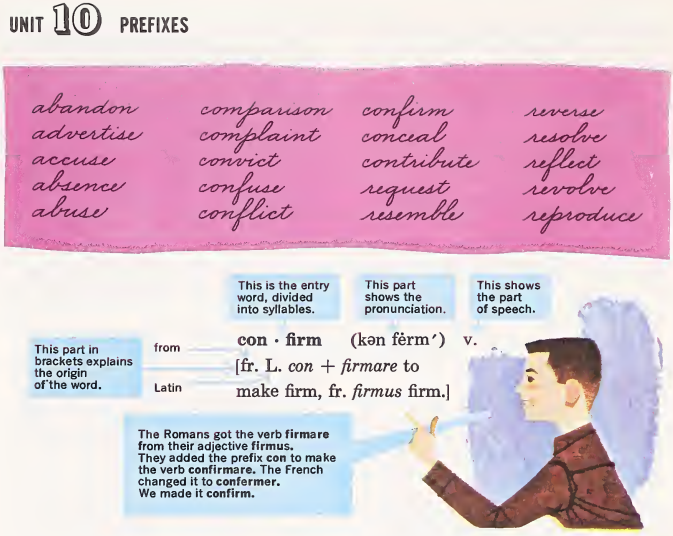
Since both sides usually had to give up something, it came to mean agreement in which both sides yielded. Because one side often had to give up too much, *compromise* now also means to discredit, to injure the reputation of a person, to put under suspicion.

Power Vocabulary

accusing
abusing
confusing
contributing
resembling
reversing
resolving
revolving
reproducing
advertising
induce
produce
reduce

Answers

1. abandon; accuse
   advertise
2. abuse; absence
3. comparison
   complaint
   convict
   confuse
   conflict
   confirm
   conceal
   contribute
4. request
   resemble
   reverse
   resolve
   reflect
   revolve
   reproduce



We build thousands of new words by adding *affixes* to word *roots*. Affixes added to the ends of roots are *suffixes*. A *prefix* is one or more letters or syllables added at the beginning of a word to change the meaning of the root.

Many of our prefixes come from Latin. Some are hard to recognize because they have different spellings in different words. For example, the *ad-* prefix (*advertise*), which means "to" or "toward," is sometimes *a-* (*abandon*), *ac-* (*accuse*), *af-* (*affix*), or *ag-* (*aggravate*). The *ab-* prefix, meaning "from" or "away" (*absence*), is also spelled *a-* (*avert*).

Con- and *com-* mean "with" or "together," and are easy to see in words. *Re-* means "back" or "again."

Many of the roots in our words also come from Latin. When the root is used as an English word, as in *(re)produce* or *(con)firm*, the total meaning is easy to see. The *vertise* part of *advertise*, though, comes from a Latin verb which means "to turn." If you do not know Latin roots, the original meaning may not be clear to you.

Some dictionaries show the origins of words. Study the illustration below the word list. You can see that, to find word origins, you need not know Latin, but you do need a good dictionary.

TEACHING SUGGESTIONS

A few of the more common prefixes and suffixes have been introduced in the middle-grade texts, and a thorough presentation is the burden of a considerable number of units in Grade 7. As is indicated, some of the Latin prefixes have spelling variations which make them difficult to identify. Use the illustration to demonstrate the manner in which the dictionary shows word origins. Pupils need not memorize the variations of all the prefixes, and they should not be required to memorize Latin roots.

Call the pupils' attention to the changes in meanings when the accent changes in *convict* and *conflict*. Some additional explanation of the use of *advice* and *advise* will be helpful in discussing the words in the review section.

Discuss the interesting word story. Pupils can find additional information about the direction of writing and other aspects of the development of the alphabet in any of the standard school encyclopedias under "Alphabet."

Learning Your Words. Pupils will need no help in doing these exercises.

Using Your Words, A. This is again stand-

LEARNING YOUR WORDS

1. Write the three words which have some form of the *ad-* prefix. Circle the prefix.

2. Write the two words in which the *ab-* prefix appears. Draw a circle around the prefix.

3. Write the eight words in which the *com-* and *con-* prefixes appear.

4. Write the seven words in which the *re-* prefix appears.

5. Write the *-ing* forms of the ten verbs in the list which end in silent *e* (*absence* is not a verb).

6. Two words in your list may be used either as nouns or verbs, depending on whether the accent is on the first or second syllable. Write the two words.

USING YOUR WORDS



Convict conflict?

A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻✻

Write the spelling word for each meaning.

1. To give or supply along with others

2. To determine or decide

3. Expression of discontent

4. To put to a wrong use

5. An entreaty or petition

MORE POWER TO YOU!

advice advise

Remember that *advice* is always a noun; that *advise* is always a verb.

6. To prove to be true or correct

7. To turn the other way

8. To move in a circle around an axis

9. A fight or struggle

10. To hide or withhold knowledge of

11. Act of finding the likenesses and differences

12. To be alike or similar to

13. To prove or find guilty

14. To bend, throw, or cast back

15. To cause to exist again or anew

16. To bewilder or throw into disorder

17. Leave without intending to return

18. Time of being away

19. Charge with having done something wrong

20. Ask or tell by public notice

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻✻

The use of participles will add variety to your writing, but using them incorrectly can result in ridiculous sentences. Consider this sentence: *Being only two feet square, the man easily concealed the box.*

The writer of the sentence could not possibly mean that the man was two feet square. The sentence can be written cor-

Answers

5. accusing
   abusing
   confusing
   contributing
   resembling
   reversing
   resolving
   revolving
   reproducing
   advertising
6. convict; conflict

A.

1. contribute
2. resolve
3. complaint
4. abuse
5. request
6. confirm
7. reverse
8. revolve
9. conflict
10. conceal
11. comparison
12. resemble
13. convict
14. reflect
15. reproduce
16. confuse
17. abandon
18. absence
19. accuse
20. advertise

ard vocabulary work and will require no help.

Using Your Words, B. Some additional explanation will no doubt be helpful to the pupils before they do these exercises on the dangling participle. As this is a common error of usage, it is important that the pupils understand clearly. Lead pupils to understand that the reader inevitably reads an introductory participial element as a modifier of the subject of the sentence. Discuss the answers with the pupils after they have finished.

Using Your Words, C. Discuss the answers with the pupils after they have finished the exercises.

Unit Test and Sentence Dictation. Follow the usual procedures for the test and for graphing scores and recording misspelled words.

1. We *advise* you to *abandon* your efforts to *accuse* us of starting this *conflict*.
2. He *requested* us to *contribute* to the fund.
3. Our *advice* is to *advertise* in the papers.
4. His *absences* have caused many *complaints* and *reflect* his lack of interest in school.
5. He *resolved* not to *abuse* his critics.

Answers

B.

(Sentences will vary.)

C.

1. abuse
2. con — with
   vincere — to
   conquer
3. induce
   reduce
   produce
   reproduce
   introduce

rectly by putting the noun the participle modifies close to the participle: *Being only two feet square, the box was easily concealed by the man.*

Rewrite the following sentences, rewording them so that no participles are left dangling.

1. Resembling the accused convict, the policeman arrested the confused sailor.

2. Reversing his decision, the manager made a bitter complaint to the umpire.

3. Contributing to the zoo fund, the monkeys could abandon their inadequate quarters.

4. After resolving to advertise in the papers, many lost dogs have been recovered by their owners.

C ✻ USE YOUR DICTIONARY ✻✻✻✻✻✻✻✻

1. Which word in this unit comes from a Latin word meaning "from" and another meaning "use"? Originally the word meant "to use up," then "to disuse," and finally "to misuse."

2. From what Latin prefix and Latin root does *convict* come? What is the meaning of each part?

3. The Latin root *duct* comes from the verb *ducere*, to lead. Combine the Latin verb root *duce* with the prefix *in-*, *re-*, and *pro-* to form English verbs.

abandon	convict	resemble
advertise	confuse	reverse
accuse	conflict	resolve
absence	confirm	reflect
abuse	conceal	revolve
comparison	contribute	reproduce
complaint	request	

Now combine *re-* and *pro-* with *duce* to form another verb.

Now combine *in-*, *tro-*, and *duce* to form still another verb.

TESTING YOUR SPELLING

AN INTERESTING WORD IS

reverse, which like *revert* is from Latin *re* (back) + *vertere* (to turn), and has an interesting application to writing. All the Semitic peoples wrote in reverse, i.e., from right to left. For centuries the Greeks wrote one line from right to left, the next from left to right. This back-and-forth writing was called *boustrophedon*, or "ox-turning," i.e., as an ox moved in plowing a field.

Use a dictionary to help you write an interesting word story about *abandon*.

ABOUT OUR LANGUAGE

There are five vowel *letters*, *a*, *e*, *i*, *o*, and *u*. How many vowel *sounds* are there?

Look at the key at the bottom of column 2 on page 18. You will find nineteen symbols for vowel sounds. But we have only five letters with which to spell these vowel sounds. Add to these the twenty-five consonant sounds and you see that we have forty-four sounds in English. (Some authorities differ on the number of sounds.) We have only twenty-six letters with which to spell these sounds.

6. The driver was *confused* and put the car into *reverse.*

7. A *comparison confirmed* the fact that he did not *resemble* his brother.

8. He tried to *conceal* his crime but was *convicted.*

9. This artist can *reproduce* any great painting.

10. The earth *revolves* around the sun.

Interesting Word Assignment. *Abandon* is from OF. *abandoner,* from L. *a* (i.e., *ad*) + *bandon* jurisdiction, from *bandum* public proclamation. *Abandon* once meant to banish, to expel. Pupils may compare the differences in meaning of *abandon, desert,* and *forsake.*

In stimulating interest in words, teachers and pupils will find useful Helene and Charlton Laird's *The Tree of Language* (World Publishing Co.), which has some readable explanatory material about language.

UNIT 11 MORE PREFIXES

detect	*enroll*
devote	*encourage*
despise	*expand*
decrease	*explode*
dissolve	*pronounce*
disturb	*proclaim*
disobey	*pretend*
disgrace	*preserve*
install	*prevail*
entitle	*predict*



We can build many new words by affixing different prefixes to roots. The words in your list include prefixes. The prefixes *de-* and *dis-* mean "from, down, away," as in *decrease* and *dissolve*. *In-* and *en-* mean "in, into" (*install, enroll*), although *in-* also means "not," as do *un-* (*unlike*), *il-* (*illegal*), *im-* (*impossible*), and *ir-* (*irregular*). *Ex-*, as in *explode*, means "out of, from, beyond." *Pro-* (*proclaim*) and *pre-* (*predict*) mean "before, in front of, in place of."

When your teacher pronounces the words for you to write, draw circles around the prefixes.

LEARNING YOUR WORDS

The prefix, root, and root meaning for each word in the list are listed for you. Write the words and then a definition each.

1. *pre* *tendere*, to stretch
2. *pre* *servare*, to save
3. *pre* *dicere*, to say
4. *pre* *valere*, to be strong
5. *ex* *plaudere*, to applaud
6. *ex* *pandere*, to spread out
7. *de* *crescere*, to grow
8. *de* *spicere*, to look
9. *de* *tegere*, to cover
10. *de* *vovere*, to vow
11. *pro* *nunciare*, to announce
12. *pro* *clamare*, to call
13. *dis* *solvere*, to loose
14. *dis* *turbare*, to trouble

Answers

1. pretend — to make a show falsely
2. preserve — to keep from harm
3. predict — to foretell
4. prevail — to triumph
5. explode — to burst noisily
6. expand — to increase in size
7. decrease — to become less
8. despise — to look down upon
9. detect — to discover the action or character of
10. devote — to dedicate; to give up to
11. pronounce — to speak
12. proclaim — to make known publicly
13. dissolve — to cause to pass into solution
14. disturb — to destroy the peace of

TEACHING SUGGESTIONS

In the extensive work with prefixes and suffixes in Grade 7, the pupils have been led to understand that the primary purpose of suffixes is to change a word from one part of speech to another but that prefixes have the major purpose of changing or modifying the meanings of the roots to which they are affixed. The teacher can profitably review this principle from time to time, whenever an opportunity presents itself.

Read through the explanation with the pupils and use the pictures to show how root meanings can be varied by the prefixes. The study of words would be easier if all the roots and their meanings were familiar. Since they are not, it is important that the pupils learn to use the dictionary to find word origins. It is not suggested that the pupils at this level memorize long lists of Latin roots, but they should get an understanding of how our words are built and derived.

The two review words are commonly confused, as are the *cede* and *ceed* spellings. It will be helpful to remember the three *ceed* verbs: *proceed,*

Answers

15. disobey — to refuse to obey
16. disgrace — loss of honor or respect
17. install — to establish in a place
18. entitle — to name; to qualify for
19. enroll — to record; to enlist
20. encourage — to give courage to

A.

1. entitle
2. disturb
3. disgrace
4. expand
5. despise
6. encourage
7. disobey
8. detect
9. proclaim
10. dissolve
11. enroll
12. predict
13. devote
14. preserve
15. pronounce
16. decrease

15. *dis* *obedire*, to obey
16. *dis* *gratia*, grace
17. *in* *stallum*, standing place
18. *en* *titulus*, a label
19. *en* *rota*, a wheel
20. *en* *cor*, a heart

MORE POWER TO YOU!

precede proceed

The *eed* and *ede* spellings are often confused. Remember that there are three *eed* verbs: *proceed, succeed, exceed.* All others are spelled *ede.*

USING YOUR WORDS



A * KNOW YOUR MEANINGS *

Write the spelling word synonym for each word.

1. name
2. agitate
3. dishonor
4. swell
5. scorn
6. hearten
7. defy
8. discover
9. publish
10. melt
11. enlist
12. foretell
13. dedicate
14. save
15. speak
16. diminish

B * LIFT YOUR LANGUAGE *

Verbals, as you have learned, are words made from verbs. In Unit 9 you did some work with *participles*, one kind of verbal. *Present participles* are *-ing* words commonly used as adjectives. But *-ing* words can also be used as nouns. Such verbal nouns are *gerunds.*

Write the *-ing* words in each of these sentences. Write (G) after the gerunds, and (P) after the participles. Remember that the gerunds are *-ing* words used as nouns, and participles here are *-ing* words used as adjectives.

1. Devoting so much attention to pronouncing words correctly is not a prevailing practice.

2. Predicting the weather so inaccurately is a highly disturbing error.

3. The detecting of a slowly decreasing crime rate is an encouraging sign to the police.

4. All the major cities show an expanding population exploding.

5. Disgracing the community by disobeying and despising the law will not help in preserving freedom.

6. Merely enrolling members, proclaiming rules, and installing officers will not make this organization effective.

7. Entitling this pretending imposter a dictator will not bring about a dissolving of the people's rights.

succeed, exceed. If pupils can be led to remember the three, they will avoid some common misspellings in the future. Read and discuss the interesting word story and *About Our Language.*

Learning Your Words. The exercises appear rather formidable, but can be done readily with the help of the Spelling Dictionary. Discuss the answers with the pupils when they finish.

Using Your Words, A. After the preceding exercises, pupils can do this work readily.

Using Your Words, B. This exercise calls for the identification of gerunds and participles. This material is not too difficult for pupils at this level, but it may require some teaching. Patient clarification by the teacher of the difference between gerunds and participles will help resolve a curiously persistent confusion among pupils.

Using Your Words, C. These are additional prefixes, but the work can readily be done with the help of the dictionary.

Unit Test and Sentence Dictation. Follow the usual procedures.

1. He *proceeded* to *disobey* and *disgraced* his *devoted* family.

**C * USE YOUR DICTIONARY * * * * * * * * *

Write the meaning of each prefix.

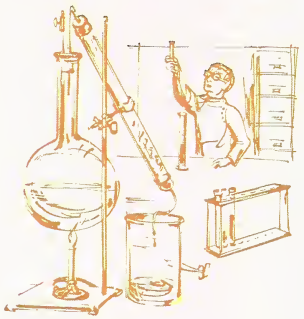
ante- auto-

anti- multi-

Write two words with each prefix.

TESTING YOUR SPELLING

detect	disgrace	pronounce
devote	install	proclaim
despise	entitle	pretend
decrease	enroll	preserve
dissolve	encourage	prevail
disturb	expand	predict
disobey	explode	



AN INTERESTING WORD IS . . .

dissolve. Alcohol will *dissolve* in water, but gasoline will not. Water molecules are like tiny magnets, having a positive pole and a negative pole. It is believed that alcohol, like water, is a *polar* compound. The positive pole of a water molecule and the negative pole of an alcohol molecule join, and the liquids *dissolve*. Gasoline molecules have no positive or negative charges, and so water and gasoline do not mix.

Use a dictionary to help you write an interesting word story about *prevail*.

ABOUT OUR LANGUAGE

Besides the consonant and vowel sounds, our English language has three other ways to use sound to express meaning. The three ways are by *stress*, by *pitch*, and by "stops" which are called *juncture*. Stress, pitch, and juncture working together are called the *intonation* of speech.

Stress is the loudness or softness with which we say our syllables. Our dictionaries show two degrees of stress in words—*primary* and *secondary* accent. We show differences in meaning by stress when we say pro'test and pro test', reb'el and re bel'.

When we speak in sentences, we use four degrees of stress. You can hear how you use stress to change meanings in these sentences.

Mary is a big girl. (Meaning not a big *boy*)

Mary is a big girl. (Meaning not a *little* girl)

Mary is a big girl. (Meaning *Mary*, not Jane)

We use stress to show meanings in *oral* language, but we do not use it in *written* language.

Answers

B.

1. devoting (G)
   pronouncing (G)
   prevailing (P)
2. predicting (G)
   disturbing (P)
3. detecting (G)
   decreasing (P)
   encouraging (P)
4. expanding (P)
   exploding (P)
5. disgracing (G)
   disobeying (G)
   despising (G)
   preserving (G)
6. enrolling (G)
   proclaiming (G)
   installing (G)
7. entitling (G)
   pretending (P)
   dissolving (G)

C.

1. ante- (before)
   anti- (against)
   auto- (self)
   multi- (many)
   (Answers will vary.)

2. The mayor is *disturbed* because of the *decrease* in our population.

3. We *detected* a *pronounced* limp as he *preceded* us into the hall.

4. The general *predicted* that our army would *prevail* and *preserve* our rights.

5. They *pretend* to *encourage* him but really *despise* him.

6. The balloon *expanded* rapidly and *exploded*.

7. Our friend was *proclaimed* president and was *installed* in office.

8. We are *entitled* to *enroll* in any class.

9. Our teacher showed how metals are *dissolved*.

Interesting Word Assignment. *Prevail,* from F. *prevaloir* and L. *praevalere,* is made from *prae* + *valere* to be strong. Pupils may show the various uses of the verb: to gain mastery; to triumph; to succeed; to urge successfully; to become common; to be in fashion, as *a prevailing custom*. Words like *valiant, valid,* and *value* are obviously from *valere*. Their meanings may be compared with the root meaning.

Power Vocabulary

juries
laundries
summaries
faculties
comedies
agencies
energies
harmonies
assemblies
centuries
sympathies
emergencies
dormitories
territories
discoveries
ceremonies
testimonies
anxieties
missionaries
creating
demonstrating
utilizing
fascinating
maturing
analyzing

Answers

2. (a) juries; laundries
(b) agencies; assemblies
centuries; comedies
energies; faculties
harmonies; summaries
sympathies

UNIT 12 REVIEW

7	8	9	10	11
cinnamon	jury	urge	abandon	detect
difficult	summary	curve	advertise	devote
merchandise	faculty	lease	accuse	despise
opposite	comedy	create	absence	decrease
saliva	agency	arouse	abuse	dissolve
messenger	energy	mature	comparison	disturb
uniform	laundry	analyze	complaint	disobey
forbidden	harmony	compete	convict	disgrace
sacrifice	emergency	conserve	confuse	install
cucumber	dormitory	submerge	conflict	entitle
masculine	territory	utilize	confirm	enroll
passenger	discovery	acquire	conceal	encourage
surrender	ceremony	puncture	contribute	expand
tuberculosis	testimony	postpone	request	explode
apparatus	anxiety	fascinate	resemble	pronounce
persuade	assembly	apologize	reverse	proclaim
remainder	missionary	distribute	resolve	pretend
absolute	university	compromise	reflect	preserve
turpentine	century	anticipate	revolve	prevail
submarine	sympathy	demonstrate	reproduce	predict

REVIEWING SPELLINGS

1. This review unit includes the words you have studied in Units 7–11. First study the words you misspelled on the tests. Then review all the words.

2. Write in alphabetical order the plural forms of the Unit 8 words which have:

a. two syllables **b.** three syllables

c. four syllables

3. Write the words in Unit 7 in which the syllables are divided according to these patterns:

a. vc/cv

b. vc/cv vc/cv

c. v/cv v/cv

d. vc/cv v/cv

e. v/cv vc/cv

TEACHING SUGGESTIONS

As in the other review units in this book, pupils are required to study words misspelled on the tests for the preceding five units, to review all of the words studied in these units, to do exercises which call for the writing of many of the words, and to review both meanings and pronunciations.

Reviewing Spellings. Exercise 1. The pupils have recorded the words that they misspelled on unit tests, and they are directed to give first attention to these words. It is suggested that they then review all the words.

Exercise 2. If pupils have learned to syllabicate, this exercise offers no problems.

4. Write the verb from which each noun is made.

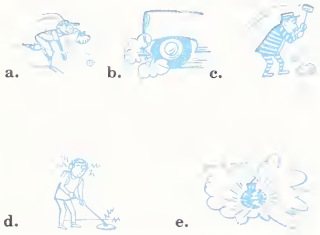
Write the *-ing* forms of verbs *a* through *f*.

a. creation	**i.** submersion
b. demonstration	**j.** acquisition
c. utilization	**k.** postponement
d. fascination	**l.** apology
e. maturity	**m.** distribution
f. analysis	**n.** anticipation
g. competition	**o.** reversal
h. conservation	**p.** resolution

5. Using words from Units 10 and 11, write examples for each prefix.

re- (7)	ex- (2)
con- (6)	pro- (2)
pre- (4)	ab- (2)
dis- (4)	com- (2)
de- (4)	

6. Which words do these pictures suggest?



REVIEWING MEANINGS

Which word has the same or nearly the same meaning as the first word?

1. *persuade:* (**a**) to disturb; (**b**) to spread out; (**c**) to win over

2. *disgrace:* (**a**) shame; (**b**) clumsiness; (**c**) confusion

3. *analyze:* (**a**) to argue with; (**b**) to reduce pain; (**c**) to examine critically

4. *contribute:* (**a**) to get; (**b**) to give; (**c**) to deny

5. *masculine:* (**a**) feminine; (**b**) strong; (**c**) manly

6. *utilize:* (**a**) to speak; (**b**) to use; (**c**) to take

7. *anticipate:* (**a**) to expect; (**b**) to oppose; (**c**) to dislike

8. *distribute:* (**a**) to turn aside; (**b**) to give to each; (**c**) to separate

9. *request:* (**a**) to need; (**b**) to blame; (**c**) to ask

10. *compete:* (**a**) to be able; (**b**) to contend; (**c**) to finish

11. *reflect:* (**a**) to give back; (**b**) to correct; (**c**) to direct

12. *abandon:* (**a**) to diminish; (**b**) to humiliate; (**c**) to forsake

13. *prevail:* (**a**) to assume; (**b**) to triumph; (**c**) to hinder

14. *urge:* (**a**) to impel; (**b**) to fight; (**c**) to rise

15. *install:* (**a**) to introduce; (**b**) to examine; (**c**) to place in office

16. *conserve:* (**a**) to encourage; (**b**) to save; (**c**) to wait upon

Answers

(c) anxieties
ceremonies
discoveries
dormitories
emergencies
missionaries
territories
testimonies

3. (a) persuade
(b) merchandise
passenger
messenger
surrender
forbidden
turpentine
(c) saliva; uniform
(d) cinnamon; masculine
difficult; absolute
opposite; submarine
sacrifice
(e) cucumber; remainder

4. (a) create (-ting)
(b) demonstrate (-ting)
(c) utilize (-zing)
(d) fascinate (-ting)
(e) mature (-ring)
(f) analyze (-zing)
(g) compete
(h) conserve
(i) submerge
(j) acquire
(k) postpone

Exercise 3. The pupils should have no trouble with this work, especially since they have done the same kind of exercise previously.

Exercise 4. This type of "reverse" word building has much value for pupils. Note that in scanning the lists to check the words they have written, the pupils review other words besides those they write.

Exercise 5. This is a routine exercise which can be done independently by the pupils.

Exercise 6. Pupils should have no trouble with this work. Remind them that the words can all be found in the lists.

Reviewing Meanings. Pupils may again do this exercise without help. The work should be checked as usual. If any pupils make a consid-

Answers

(l) apologize
(m) distribute
(n) anticipate
(o) reverse
(p) resolve

5. (Refer to word lists.)
6. (a) curve (b) puncture (c) convict (d) detect (e) explode

Reviewing Meanings

1. c	2. a	3. c
4. b	5. c	6. b
7. a	8. b	9. c
10. b	11. a	12. c
13. b	14. a	15. c
16. b	17. c	18. a
19. a	20. b	21. c
22. a	23. b	24. b
25. c	26. b	27. c
28. a	29. c	30. b

Reviewing Pronunciations

1. b	2. a	3. b
4. b	5. b	6. a
7. b	8. b	9. b
10. a	11. b	12. a
13. b	14. b	15. a
16. a	17. b	18. b
19. b	20. b	

17. *mature:* (**a**) important; (**b**) forceful; (**c**) ripe

18. *anxiety:* (**a**) uneasy feeling; (**b**) dislike; (**c**) sincerity

19. *complaint:* (**a**) accusation; (**b**) fitness; (**c**) obedience

20. *resemble:* (**a**) to dislike; (**b**) to be like; (**c**) to come together again

21. *assembly:* (**a**) examination; (**b**) noble ambition; (**c**) gathering

22. *sacrifice:* (**a**) offering; (**b**) symbol; (**c**) judgment

23. *proclaim:* (**a**) being; (**b**) to declare publicly; (**c**) to sue

24. *create:* (**a**) to fold; (**b**) to make; (**c**) to cause

25. *confirm:* (**a**) to harden; (**b**) to acknowledge; (**c**) to make certain

26. *abuse:* (**a**) to flatter; (**b**) to treat badly; (**c**) to applaud

27. *merchandise:* (**a**) salesman; (**b**) trade; (**c**) goods

28. *detect:* (**a**) to notice; (**b**) to delay; (**c**) to separate

29. *uniform:* (**a**) difference; (**b**) united; (**c**) even

30. *absolute:* (**a**) withdrawn; (**b**) complete; (**c**) forgiven

4. *distribute:* (**a**) dis′trib ūt; (**b**) dis trib′ūt

5. *dormitory:* (**a**) dom′ə tô′ri; (**b**) dôr′mə tô′ri

6. *apologize:* (**a**) ə pol′ə jīz; (**b**) ə pol′jīz

7. *resemble:* (**a**) ri sem′bəl; (**b**) ri zem′bəl

8. *despise:* (**a**) dē′spīz; (**b**) di spīz′

9. *cinnamon:* (**a**) sim′ə nən; (**b**) sin′ə mən

10. *compromise:* (**a**) kom′prə mīz; (**b**) kom prom′is

11. *fascinate:* (**a**) fas′kə nāt; (**b**) fas′ə nāt

12. *disgrace:* (**a**) dis grās′; (**b**) dis′grās

13. *puncture:* (**a**) pungk′tūr; (**b**) pungk′chər

14. *explode:* (**a**) eks′plōd; (**b**) eks plōd′

15. *tuberculosis:* (**a**) tü bėr′ kū lō′ sis; (**b**) tü bėr′ka lō sis

16. *contribute:* (**a**) kən trib′ūt; (**b**) kon′tri būt

17. *demonstrate:* (**a**) dem on′ strāt; (**b**) dem′ən strāt

18. *dissolve:* (**a**) dē′zolv; (**b**) di zolv′

19. *century:* (**a**) sench′ri; (**b**) sen′chə ri

20. *entitle:* (**a**) in tī′təl; (**b**) en tī′təl

REVIEWING PRONUNCIATIONS

Choose the correct pronunciation for each of these words. Underline it.

1. *sacrifice:* (**a**) sāk′rə fīs; (**b**) sak′rə fīs

2. *preserve:* (**a**) pri zėrv′; (**b**) prē′zėrv

3. *encourage:* (**a**) in kėr′ij; (**b**) en kėr′ij

hat, āge, cāre, fär; let, ēqual, tėrm; it, īce; hot, ōpen, ôrder; oil, out; cup, pu̇t, rüle, ūse; ch, child; ng, long; th, thin; TH, then; zh, measure; ə represents *a* in about, *e* in taken, *i* in pencil, *o* in lemon, *u* in circus.

WRITING YOUR WORDS

erable number of errors, there is doubt that they should be trying to spell this vocabulary.

Reviewing Pronunciations. The teacher should again take this opportunity to review all of the diacritical marks. If the teacher has time, the work should be gone over orally, item by item.

Review Test. The pupil may write 25 words if this seems desirable. If 20 words are used, the following list is suggested.

Suggested Words for Test

1. persuade
2. apparatus
3. tuberculosis
4. sacrifice
5. sympathy
6. anxiety
7. ceremony
8. emergency
9. anticipate
10. apologize
11. puncture
12. analyze
13. contribute
14. comparison
15. absence
16. conceal
17. decrease
18. encourage
19. pronounce
20. dissolve

UNIT 13 NOUN SUFFIXES



provision
protection
production
irrigation
application
appreciation
reservation
generation
admiration
association
consideration
qualification
proposition
communication

session
excursion
permission
profession
possession
commission

Just as we affix *prefixes* to the beginnings of words to change the root meanings, so we can add *suffixes* to the ends of words.

Suffixes do not affect root meanings so directly as prefixes, as you can readily see. Their common use is to change a word from one part of speech to another.

For example, the verb *protect* is made up of the prefix *pro-* plus the Latin root *tegere*, which meant "to cover." From the verb *protect* we can make the adjective *protective* by adding the adjective suffix *-ive*. We can change the adjective into the adverb *protectively* by adding the *-ly* suffix. We can make the verb *protect* become the noun *protection* by using the noun suffix *-tion*.

The *-tion* noun suffix, pronounced "shən," is sometimes spelled *-sion;* less frequently, *-xion*. There is also the *-ion* suffix. It is often hard to tell whether the *t* is part of the root or part of the suffix. Sometimes the *-sion* is pronounced "zhən," as in *excursion*. For spelling, always note whether the ending is *-tion* or *-sion*.

Write your words as your teacher pronounces them.

LEARNING YOUR WORDS

1. Write the seven nouns in the list in which the ending is spelled *-sion*. Write the adjective form of *possession*.

Power Vocabulary

possessive
irrigating
applying
reserving
generating
admiring
associating
qualifying
proposing
protect
protective
protectively
produce
productive
productively
appreciate
appreciative
appreciatively
communicate
communicative
communicatively
consider
considerate
considerately

Answers

1. session; excursion
permission
profession
possession
commission
provision
possessive

TEACHING SUGGESTIONS

The pupils should be familiar with the principle that suffixes are devices to change the parts of speech of words. Use the explanatory material and the illustration in the usual way to introduce the unit. The *-xion* spelling is preferred in British use; and the *connexion, deflexion, inflexion,* etc., spellings may be seen occasionally by pupils. The *-xion* is rare in American spelling. Be sure the pupils hear the difference in pronunciation of the *-ion* in the words in the review section.

Possession and *commission* are frequently misspelled, the errors usually being in the doubled consonants. Note the "sh" sound of the *c* spelling in *appreciation* and *association*.

Read and discuss the interesting word story and *About Our Language*.

Learning Your Words. Pupils can do the assignment independently. Check the work when pupils have finished.

Using Your Words, A. These are standard

Answers

2. (a) irrigating
   irrigation
   (b) applying
   application
   (c) reserving
   reservation
   (d) generating
   generation
   (e) admiring
   admiration
   (f) associating
   association
   (g) qualifying
   qualification
   (h) proposing
   proposition
3. protective
   protectively
   protection
   productive
   productively
   production
   appreciative
   appreciatively
   appreciation
   communicative
   communicatively
   communication
   considerate
   considerately
   consideration

2. Write the *-ing* form and the noun form of each of these verbs.

a. irrigate
b. apply
c. reserve
d. generate
e. admire
f. associate
g. qualify
h. propose

3. Write each of these verbs and then write the adjective, adverb, and noun forms: *protect; produce; appreciate; communicate; consider.*

USING YOUR WORDS



A * KNOW YOUR MEANINGS

One of the words in each line is *not* a synonym of the italicized word. Write that word.

1. *association:* alliance; statement; club
2. *commission:* warrant; promise; license
3. *appreciation:* an appraising; a valuing; a prizing
4. *possession:* generation; a belonging; a holding
5. *profession:* avowal; reservation; vocation
6. *excursion:* activity; expedition; journey
7. *qualification:* modification; limitation; profession

religion opinion

When the *-ion* suffix follows *g*, as in *religion*, it is pronounced "ən," but after other consonants like *n* in *opinion*, it is pronounced "yən."

8. *application:* use; suitable; effort
9. *proposition:* suggestion; provision; plan
10. *permission:* consent; prohibition; authorization
11. *provision:* generation; stipulation; condition
12. *session:* conclusion; a meeting; a sitting
13. *protection:* safeguard; impulse; shield
14. *generation:* offspring; generosity; descendants
15. *production:* performance; consumption; work
16. *admiration:* a warning; approbation; approval

B * LIFT YOUR LANGUAGE

Singular subjects take singular verbs, and plural subjects take plural verbs. When a singular subject is modified by a phrase, the subject sometimes *seems* to be plural.

John, together with his friend, is *going to the ball game.*

The phrase *together with his friend* modifies the subject, John, but does not make it plural, so the verb must be *is*, not

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exercises, but be sure the pupils read the directions carefully. Encourage them to make use of their dictionaries, if necessary. Note the change from the usual way of doing the exercise to avoid confusion.

Using Your Words, B. Go over the explanatory matter with the pupils. The exercise deals with a common usage error which pupils should learn to avoid. The pupils will use words from the list in rewriting the sentences.

Using Your Words, C. Discuss the answers with the pupils when they have finished.

Unit Test and Sentence Dictation. Follow the usual procedures.

The dictation sentences which follow use all of the words taught in this unit, as well as the review words.

1. In our *opinion* he has great *admiration* for all *religions*.
2. He was given *permission* to make *applica-*

are. Rewrite these sentences, filling in the correct verb.

1. His major professional qualification, together with his communication ability, (*seem, seems*) to make him worthy of consideration.

2. The new irrigation dam, together with other production provisions, (*appear, appears*) to be on the schedule of the next session of the farmers' association.

3. This generation and the one still to come (*earn, earns*) our admiration and appreciation for protection of natural resources.

4. The police commission, with all of its employees, (*plan, plans*) to make application for reservations.

C * USE YOUR DICTIONARY * * * * * * * *

1. The past participle of the Latin verb *currere* is *cursus.* Which word comes from a prefix and this Latin word? What do the Latin parts mean?

2. The past participle of the Latin verb *sedere* is *sessum.* Which word comes from this Latin word? What does the Latin verb mean?

3. The past participle of the Latin word *mittere,* meaning "to send," is *missum.* What word in the list comes from this verb and the prefix *com-?* What does the prefix mean?

session	protection	admiration
excursion	production	association
permission	irrigation	consideration
profession	application	qualification
possession	appreciation	proposition
commission	reservation	communication
provision	generation	

TESTING YOUR SPELLING



AN INTERESTING WORD'S

profession, which is from Latin *pro* (before) + *fateri* (to confess). In following a calling like medicine, one "professes" medicine. Once there were only three *professions,* called the "learned" professions of theology, medicine, and law. We now use the word *profession* for an occupation which is not commercial, mechanical, or agricultural.

Use a dictionary to help you write an interesting word story about *reservation.*

ABOUT OUR LANGUAGE

Another means we use to help make our meaning clear is by *pitch.* Pitch is the highness or lowness of sounds. We use four degrees of pitch.

Say these sentences aloud and notice the differences in pitch and therefore in meaning.

Is he a fullback?
Is he a fullback!
Why are you fighting Robert?
Why are you fighting, Robert?

As you can see, we can indicate some change in stress in written language by punctuation.

Answers

A.

1. statement
2. promise
3. an appraising
4. generation
5. reservation
6. activity
7. profession
8. suitable
9. provision
10. prohibition
11. generation
12. conclusion
13. impulse
14. generosity
15. consumption
16. a warning

B.

1. seems
2. appears
3. earn
4. plans

C.

1. excursion
   ex — from
   currere — to run
2. session
   sedere — to sit
3. commission
   com — with

tion for a *reservation* card.

3. Each *generation* has had a deep *appreciation* of *provisions* made to keep the peace.

4. *Qualifications* for all *professions* are being raised.

5. In its *sessions,* the *association* is giving serious *consideration* to increasing its *production.*

6. We must give *protection* to children on the *excursion* boat.

7. The company made a *proposition* to increase the salesmen's *commissions.*

8. He is in *possession* of our latest *communication.*

9. Deserts are being reclaimed by *irrigation.*

Interesting Word Assignment. *Reserve* is from OF. *reserver,* originally from L. *re* + *servare* to keep. Pupils may point out the various uses of *reservation,* e.g., mental reservation, forest reservation, Indian reservation, hotel or ticket reservation, etc.

Power Vocabulary

filtrating
receiving
inspiring
moving
cautious
ambitious
superstitious
ornamental
traditional
monumental
inspirational
sentimental

Answers

1. filtrating
   filtration
   receiving
   reception
   inspiring
   inspiration
   moving
   motion
2. (a) cautious; caution
   (b) ambitious; ambition
   (c) superstitious; superstition
   (d) ornamental; ornament
   (e) traditional tradition
   (f) monumental monument

UNIT 14 MORE NOUN SUFFIXES

pavement
ornament
monument
ligament
sentiment

tournament
motion
caution
edition
ambition

ammunition
destination
filtration
interjection
superstition
transportation
tradition
annexation
reception
inspiration



Like *-tion*, *-ment* is a common noun suffix, often used to make nouns out of verbs. Many *-tion* and *-ment* nouns, however, like *ambition*, *superstition*, *tradition*, and *sentiment*, do not have verb forms.

These *-tion* and *-ment* nouns become adjectives in different ways. *Caution*, *ambition*, and *superstition*, for example, take the *-tious* (or *-ious*) suffix to become *cautious*, *ambitious*, and *superstitious*. Sometimes the adjective suffix *-al* is added to the noun form, as in *traditional*.

If you know the spelling of a prefix or suffix in one word, you can use it in many others. When you study a word like *transportation*, for example, learn to see the parts: *trans-* is a common prefix; *port* is a familiar root; the *a* is inserted between root and the familiar *-tion* suffix.

LEARNING YOUR WORDS

1. Write the *-ing* forms and the noun forms of these verbs: *filtrate; receive; inspire; move.*

2. Write the adjective for each meaning. Then write the noun form.

a. Being wary
b. Wanting fame
c. Believing in magic
d. Decorative

TEACHING SUGGESTIONS

Use the explanatory material and the illustration to develop the habit of seeing the component part of words. Use the illustration to show how prefixes and suffixes combined with roots will build words: *support, supporter, supporting; import, important, importance.*

There are usually some pupils who have learned to read easily and rapidly, who have picked up sight vocabulary without much effort, and who score well on silent reading tests, but who are poor spellers because they have never had to scrutinize word parts. The word study activities in this and similar units can be of considerable help in improving their spelling.

When pronouncing the words for the pupils to write, stress again that the length of a word does not cause its spelling difficulty and that if words of this length are spelled syllable by syllable, they will be much easier to learn. Call attention to the fact that *reception* is the noun and *receive,* the verb.

Learning Your Words. These are standard exercises. Go over the work when pupils have finished.

e. According to custom

f. Impressive

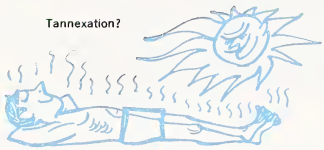
3. Write the nouns in the list that are made from *edit*, *destine*, *interject*, *transport*, *annex*, and *pave*.

4. Write the nouns *ligament*, *sentiment*, *tournament*, and *ammunition*. Draw lines between the syllables.

5. Write the five nouns in which *a* comes before the *-tion* suffix.

6. Five of the nouns in your list form their adjective forms by adding *-al*. Write the five adjectives.

USING YOUR WORDS



A ✳ KNOW YOUR MEANINGS ✳✳✳✳✳✳✳✳

Write the spelling word for each meaning.

1. The handing down of beliefs, customs, etc., from parents to children

2. Tender feeling

3. Contest of many persons in some sport

4. Something added

5. Decoration

6. Strong desire for fame, honor, etc.

MORE POWER TO YOU

description entertainment

These words do not present spelling problems when they are separated into syllables and carefully pronounced.

7. Unreasoning fear of what is unknown

8. Any influence that arouses an effort to do well

9. Movement

10. Place to which a person is going

11. A carrying from one place to another

12. Being very careful

13. A gathering to receive and welcome people

14. Bullets, shells, gunpowder, etc.

15. Band of strong tissue that connects or holds parts of the body in place

16. All the copies of a book printed alike or issued at the same time

B ✳ LIFT YOUR LANGUAGE ✳✳✳✳✳✳✳✳

Good spellers and writers are careful to use *subjunctive mode* in certain situations. They say, "I wish I *were* there" instead of "I wish I *was* there." They say, "If he *were* a better player, he would win," instead of "If he *was* a better player. . . ." The subjunctive mode expresses a wish or a condition which is not true.

Rewrite these sentences, using the subjunctive mode when a wish is expressed or there is a condition contrary to fact.

1. I wish there (*was*, *were*) better transportation to our destination.

Answers

3.
edition
destination
interjection
transportation
annexation
pavement

4.
lig/a/ment
sen/ti/ment
tour/na/ment
am/mu/ni/tion

5.
transportation
annexation
destination
filtration
inspiration

6.
inspirational
traditional
sentimental
ornamental
monumental

A.

1. tradition
2. sentiment
3. tournament
4. annexation
5. ornament
6. ambition
7. superstition
8. inspiration
9. motion
10. destination
11. transportation

Using Your Words, A. The pupils should have no trouble with this work.

Using Your Words, B. Some patient instruction and explanation should be made on the use of the subjunctive. If pupils can understand how the verbs change when a wish or a condition contrary to fact is expressed, they will be able to do the exercises. This is an English convention which should be helpful to the pupils. Spelling words are again involved in the writing of the sentences.

Using Your Words, C. The exercises focus attention upon some of the sounds that are hard to hear clearly in words.

Unit Test and Sentence Dictation. Follow the usual procedures. From time to time, the teacher may tabulate the errors on a unit test to determine which words are giving trouble.

1. It is an old *tradition* to have a *reception* and *entertainment* after the golf *tournament*.

2. There was great *sentiment* to erect a *monument* to his memory.

3. The first *edition* of the paper gave a *description* of the battle.

Answers

12. caution
13. reception
14. ammunition
15. ligament
16. edition

B.

1. were
2. were
3. were
4. was
5. were
6. were

C.

1. (a) ôr
   (b) i
2. (a) shən
   (b) ė **or** ü
   (c) ks
3. (a) kô′shən
   (b) sü

2. If there (*was*, *were*) more ammunition and less sentiment and superstition, we could win the war.

3. There would be more ornamental monuments built if there (*was*, *were*) less caution and more ambition.

4. There (*was*, *were*) no motion from the floor for annexation.

5. We do wish that there (*was*, *were*) tradition behind these golf tournaments.

6. I wish there (*was*, *were*) more inspiration in this edition of his poetry.

pavement	ammunition
ornament	destination
monument	filtration
ligament	interjection
sentiment	superstition
tournament	transportation
motion	tradition
caution	annexation
edition	reception
ambition	inspiration

C USE YOUR DICTIONARY

1. How does the dictionary show the first vowel sound in (**a**) *ornament* and (**b**) *edition?*

2. How does the dictionary show (**a**) the pronunciation of *-tion;* (**b**) the sound of *ou* in tournament; (**c**) the sound of *x* in *annexation?*

3. How does the dictionary show the pronunciation of (**a**) *caution;* (**b**) the first syllable of *superstition?*

A INTERESTING WORD [illegible]

ambition, which comes from Latin *amb*, meaning "around," and the Latin verb *ire*, "to go," and became *ambitio*, a "going around." The going around referred to candidates who were going around from person to person to ask for votes. One who wanted to be elected thus had *ambition*, which still means an eager desire for honor or power.

Use a dictionary to help you write an interesting word story about *ligament.*

TESTING YOUR SPELLING

[illegible]

A third way to show differences in meaning in oral language is by breaking the flow of speech. This is called *juncture.*

The first kind of juncture is a short break between sounds. Say, "It snows." Now say, "Its nose." Note where you make a momentary stop.

Other junctures come at the end of word groups and are related to stress and pitch. If you say, "The man standing there is my RELATIVE," you have only one heavy stress and no juncture until the end.

If you use two stresses, "The man standing THERE / is my RELATIVE," you make a stop inside the sentence. If you use three stresses, "The MAN / standing THERE / is my RELATIVE," you make two stops or junctures inside the sentence as well as one at the end. Notice how you change the meaning when you do so.

We can only partly show juncture in written language by means of periods, semicolons, colons, and commas. These are indications of what the voice might do.

4. The *ornament* fell to the *pavement* and broke.

5. He was *cautioned* that any *motion* might tear the *ligament* in his arm.

6. The soldiers got no *ammunition* because of lack of *transportation.*

7. His *ambition* to reach his *destination* is an *inspiration* to all explorers.

8. *Filtration* of water helps prevent disease.

9. There was an *interjection* of loud laughter as our *superstitions* were described.

10. The *annexation* of new states made our country grow rapidly.

Interesting Word Assignment. *Ligament* is from L. *ligare* to bind. Pupils might develop an interesting word paragraph like this: *Ligament* comes from the Latin verb meaning "to bind." In anatomy, a *ligament* is a tough band of tissue which connects, or binds, the moving ends of bones or holds a body organ in place. Since a normal human skeleton has about 200 bones, our bodies need many of these flexible ligaments.

UNIT 15 AND MORE NOUN SUFFIXES



allowance
resistance
appearance
difference
existence
reference
correspondence
commencement
adjustment
amazement

amendment
agreement
equipment
assignment
advertisement

disappointment
refreshment
requirement
radiator
dictator

The *-ance* and *-ence* endings are noun suffixes which become *-ancy* and *-ency* in words like *vacancy* and *emergency*. Since the *-ance* and *-ence* are usually unaccented syllables, both are pronounced "əns." In studying the spelling of such nouns, note whether the suffix begins with an *a* or with an *e*.

Notice that each of the *-ance* and *-ence* nouns in the list simply adds the suffix to a verb to form the noun. The *-ment* suffix is also added to verbs to form the *-ment* nouns in the list.

The *-er* and *-or* endings are noun suffixes, often meaning "one who (does something)." The *-er* is usually added to roots of English origin; the *-or*, to words of Latin origin. Both *-or* and *-er* are usually pronounced "ər." Note carefully whether the *-or* or *-er* spelling is used when you see words with one of these endings.

Write the words as your teacher pronounces them.

LEARNING YOUR WORDS

1. Write the verbs *resist, allow, correspond, appear, differ, exist, refer*. Change them into nouns. Watch the spelling of the suffixes.

2. Write the *-ing* forms of *refer* and *equip*.

3. Write the verb forms of the *-ment* nouns in the list. After each, write the noun form.

Power Vocabulary

resist
allow
correspond
appear
differ
exist
refer
referring
equipping
commence
adjust
amaze
amend
agree
equip
assign
advertise
disappoint
refresh
require
radiate
dictate
radiation
dictation
commencing
amazing
advertising
radiating
dictating

TEACHING SUGGESTIONS

Use the explanatory material and illustration in the usual way to introduce the unit.

The words in the review section illustrate the *-ance* and *-ence* suffix spellings.

The various forms of *disappoint* are often misspelled, usually by doubling the *s*. Note the *-or* endings of *dictator* and *radiator,* pronounced "ər."

The interesting word story can be supplemented by some of the more recent uses of *radiation* in connection with scientific experiments.

Learning Your Words. The exercises require no teacher help. Check the work as usual. Be sure pupils are not making errors in doubling the final consonant and dropping final *e* before *-ing,* as in exercises 2 and 5.

Using Your Words, A. These are again standard vocabulary exercises.

Using Your Words, B. The content of this section should be discussed under teacher direction. These usage errors are common and should be avoided. Assign the sentences when the pupils understand the correct usage. The work may be

Answers

1. resist; resistance
   allow; allowance
   correspond; correspondence
   appear; appearance
   different; difference
   exist; existence
   refer; reference
2. referring
   equipping
3. commence; commencement
   adjust; adjustment
   amaze; amazement
   amend; amendment
   agree; agreement
   equip; equipment
   assign; assignment
   advertise; advertisement
   disappoint; disappointment
   refresh; refreshment
   require; requirement
4. radiate; dictate
   radiator; dictator
   radiation; dictation
5. commencing
   advertising
   amazing
   radiating
   dictating

4. Write the verb forms of the *-or* nouns in the list. Write the noun forms. Use the *-tion* suffix to change *radiate* and *dictate* into other nouns.

5. Write the *-ing* forms of *commence, advertise, amaze, radiate,* and *dictate.*

USING YOUR WORDS



Shequipment?

A * KNOW YOUR MEANINGS * * * * * * * *

Write the spelling word for each meaning.

1. Public notice or announcement
2. Great surprise
3. Person exercising absolute authority
4. Outward look or aspect
5. A beginning
6. Act or process of regulating
7. Being or living
8. Definite portion or amount given out
9. An understanding reached by persons, nations, etc.
10. Furnishings or supplies
11. Change made in a law, bill, etc.
12. Something used for information or help

performance influence

Note that the *-ance* and *-ence* suffixes are pronounced "ən" and that they cause spelling errors. Divide the words into syllables and think equal stress on all syllables to remember the spellings.

B * LIFT YOUR LANGUAGE * * * * * * * *

Differ is a verb form. If you use a preposition after this word, use *from* or *with.* Use *with* when the meaning is "to disagree"; otherwise, use *from. We must* differ with *the teacher on this point. The twins* differ from *each other.*

Different is an adjective. Use the preposition *from,* not *than,* with *different. Red-headed people are said to have temperaments* different from *those of blondes and brunettes.*

Write these sentences correctly.

1. The dictator differs (*with, from*) us about our agreement on this amendment.
2. Your reference to the correspondence differs (*with, from*) ours, much to our disappointment.
3. The requirements for this assignment are much different (*from, than*) those in the advertisement.
4. We differ (*from, with*) one another about the commencement date.
5. The appearance of this equipment is different (*from, than*) that of any previously in existence.
6. The adjustments in these radiators are different (*from, than*) the usual ones.

checked orally when pupils have finished. Note that writing the sentences requires writing some of the spelling words.

Using Your Words, C. Check the work to be sure it is not being done carelessly. Note that the clues given will enable pupils to choose the word that is probably meant, but that the choice must be verified by using the Spelling Dictionary.

Unit Test and Sentence Dictation. Follow the usual procedures.

1. To our *amazement* and *disappointment,* the workers did not do their *assignment.*
2. Our *correspondence* makes no *reference* to your *agreement.*
3. *Resistance* to the *dictator* demands arms and *equipment.*
4. The *performance* of this *radiator* shows it needs *adjustment.*
5. There is no *allowance* for *refreshments* in our budget.

C *USE YOUR DICTIONARY ********

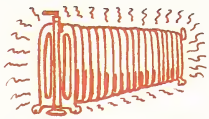
1. From what Latin words do *dictator* and *requirement* come? What are the meanings of these Latin words?

2. Which two words in the list are made from the Latin word *ferre*, along with the Latin prefixes *re-* and *dis-*? What does the word *ferre* mean? What does each prefix mean?

3. Show the dictionary pronunciations of *requirement, equipment, assignment,* and *existence.*

allowance	amendment
resistance	agreement
appearance	equipment
difference	assignment
existence	advertisement
reference	disappointment
correspondence	refreshment
commencement	requirement
adjustment	radiator
amazement	dictator

TESTING YOUR SPELLING



Use a dictionary to help you write an interesting word story about *advertisement.*

AN INTERESTING WORD

radiator, which comes from the Latin word *radius*, meaning "ray." When a *radiator* is hot, the air around it is heated and rises. The moving of heat by air currents is called *convection*. The radiator also sends out heat rays which produce heat in objects which they strike, so that the objects also heat by *radiation*.

ABOUT OUR LANGUAGE

As we have seen, our twenty-six letter Roman alphabet has to spell forty-four (some authorities say more) English consonant and vowel sounds. This seems to be confusing.

But many of the consonant letters *usually* spell the same sounds, and we can get used to the two-letter consonants like *sh, ch, th, wh,* and *ng.*

We know, too, that *g* and *c* are usually "hard" before *a* and *u* and "soft" before *e, i,* and *y.* We can also get used to the ways in which our *q*'s and *x*'s behave.

Spelling nineteen vowel sounds with five symbols is confusing, but we have ways of helping ourselves. We know that vowels are usually "short" inside a word or syllable.

We know that "long" vowel sounds often come in three spelling patterns: (1) at the end of a word or syllable, as in *me* and *so;* (2) when two vowels are together, as in *boat* and *meat;* and (3) when we have a vowel-consonant-silent *e* pattern, as in *make* and *cube.*

We can also get used to the *a* before *r* (*bar*) and the *oi-oy, ou-ow,* and *au-aw* spellings.

Nevertheless, many of our English words are not spelled as we would expect them to be spelled. How did our spelling become so irregular?

Answers

A.

1. advertisement
2. amazement
3. dictator
4. appearance
5. commencement
6. adjustment
7. existence
8. allowance
9. agreement
10. equipment
11. amendment
12. reference

B.

1. with
2. from
3. from
4. with
5. from
6. from

C.

1. dictator: dictare — to suggest, remind; requirement: re — back, again + quarere — to ask
2. reference; difference ferre — to bear, carry; re — back; dis — away
3. ri kwīr'mənt
   i kwip'mənt
   ə sīn'mənt
   eg zis'təns

6. We awaited the *appearance* of our *commencement* speaker.

7. We need men of *influence* to support our *amendment*.

8. Better homes have made a great *difference* in our *existence*.

9. *Advertisements* for bids are a *requirement* of our company.

Interesting Word Assignment. *Advertisement, advertise,* and *advert,* and related words like *adverse, adversity,* and *adversary,* etc., are through F. *advertir* and L. *advertere* from *ad* + *vertere* to turn. Thus, an *advertisement* (F. *avertissement* a giving notice) is a public notice, a turning to of the mind. Sometimes spelled with a *z*, it is pronounced with both long and short *i*.

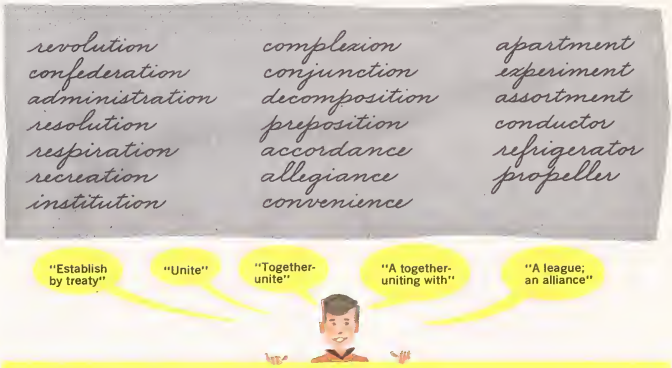
Power Vocabulary

revolve
resolve
respire
recreate
refrigerate
conduct
assort
institute
administrate
propel
decompose

Answers

1. revolution; revolve
2. resolution; resolve
3. respiration; respire
4. recreation; recreate
5. refrigerator; refrigerate
6. confederation
7. conjunction
8. convenience
9. complexion
10. conductor; conduct
11. allegiance
12. apartment
13. assortment; assort
14. accordance
15. preposition
16. institution; institute

UNIT 16 BUILDING WORDS: PREFIX + ROOT + SUFFIX



As you saw in Unit 15, you can fit different prefixes and suffixes to roots to build many words. Many of our words are built up as the pictures show. We take a Latin root, often a verb, and change the spelling to make an English word. After such a word has been used for years, the meaning may gradually change. A prefix may be added to change the meaning further or to make it stronger. Often the root spelling is changed so that the word will be easy to say when a suffix is added.

The words in the list have prefixes and suffixes which you have had in earlier units. If you see the words by parts, the spellings will be easy for you to learn. Study the illustration at the top of the page.

LEARNING YOUR WORDS

Here are listed the prefix, root, and root meaning for each of the words in the list. Write the words asked for in each case.

1. *re* + *volvere*, to roll (noun, verb)
2. *re* + *solvere*, to loosen (noun, verb)
3. *re* + *spirare*, to breathe (noun, verb)
4. *re* + *creare*, to create (noun, verb)

TEACHING SUGGESTIONS

Words in earlier units have had both prefixes and suffixes, but particular attention is directed to these word parts in Unit 16. The prefixes and suffixes have all been introduced in earlier units.

Use the illustration to trace the process of building words. Have one or more pupils write the words on the board when they are presented and show the word parts. Show how easy it is to spell these apparently difficult words when they are spelled by parts.

Give as much time as possible to the words in the review section. This group of words is often misspelled, probably because of confusion with *except*. Exaggerate the difference in pronunciation and clarify the use of the two groups of words.

Learning Your Words. The pupils should check with the Spelling Dictionary when in doubt. Go over the completed work with the pupils.

Using Your Words, A. No help is needed.

5. *re* + *frigerare*, to make cold (noun, verb)

6. *con* + *foederare*, to establish by treaty (noun)

7. *con* + *jungere*, to join (noun)

8. *con* + *venire*, to come (noun)

9. *com* + *plectere*, to twist (noun)

10. *con* + *ducere*, to lead (noun, verb)

11. *a* + *lige*, loyalty (noun)

12. *a* + *parte*, part (noun)

13. *a* + *sorte*, kind (noun, verb)

14. *ad* + *cor, cordis*, heart (noun)

15. *prae* + *ponere*, to place (noun)

16. *in* + *statuere*, to set (noun, verb)

17. *ad* + *ministrare*, to serve (noun, verb)

18. *pro* + *pellere*, to drive (noun, verb)

19. *ex* + *peritus*, practiced (noun, verb)

20. *de* (+ *com*) + *poser*, to place (noun, verb)

USING YOUR WORDS



A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻✻

Write the word from the list for each meaning.

1. Word that connects words, phrases, clauses, or sentences

MORE POWER TO YOU!

accept	acceptable
accepting	acceptance

Accept is commonly confused with *except*. *Accept* means "to receive." *Except* means "to exclude." *Accept* is a verb. *Except* is usually a preposition.

2. Loyalty owed by a citizen to his country

3. Act of joining together in a league or alliance

4. Device consisting of revolving hub with blades

5. Process of decaying or rotting

6. Test made to prove or disprove something

7. Chest for keeping food cool

8. Organization or society for some public or social purpose

9. Complete throwing off of allegiance to one government

10. Act or process of breathing

11. The managing of a business or office

12. One who directs or leads

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻

Sure is an adjective, but *surely* is an adverb. We say correctly:

I am sure *his story is true.*

I surely *do think his story is true.*

Good is an adjective, but *well* is an adverb. We say correctly:

Answers

17. administration; administrate
18. propeller; propel
19. experiment; experiment
20. decomposition; decompose

A.

1. conjunction
2. allegiance
3. confederation
4. propeller
5. decomposition
6. experiment
7. refrigerator
8. institution
9. revolution
10. respiration
11. administration
12. conductor

Using Your Words, B. These common usage conventions should be reviewed with the pupils. Pupils should learn to make their choices logically, not by ear. After the sentences have been written, the reasons for the choices should be given by the pupils. These sentences again require the writing of some spelling words.

Using Your Words, C. The exercise again gives opportunity to review the diacritical marking of the vowel sounds. The exercise centers attention upon the vowel sounds which are hard to hear clearly.

Unit Test and Sentence Dictation. Proceed as usual.

1. A *confederation* of dissatisfied groups can cause a *revolution*.

2. In *accordance* with our agreement, we *accept* your promise of *allegiance*.

3. I made an *acceptable* grade on the grammar test on *conjunctions* and *prepositions*.

Answers

B.

1. Surely . . . well . . .
2. . . . sure . . . well . . .
3. Surely . . .
4. . . . surely . . . well . . .

C.

1. a, ā, ã, ä; e, ē, ė; i, ī; o, ō, ô; oi; ou; u, ů, ü, ū; ə
2. (a) ü
   (b) ə
   (c) ə
   (d) ə
   (e) ä
   (f) ô
   (g) ü

He does good *work.*

He does his work well.

Rewrite these sentences, using the correct adjectives or adverbs.

1. (*Sure, surely*) our resolution is in accordance with (*good, well*) planned administration practice.

2. Our institution is (*sure, surely*) to give this experiment with the new propeller a (*good, well*) conducted trial.

3. (*Sure, surely*) a refrigerator would be a convenience in this apartment.

4. The confederation of so different an assortment of peoples will (*sure, surely*) not help the (*good, well*) planned revolution.

C ✻ USE YOUR DICTIONARY ✻✻✻✻✻✻✻✻

1. Vowel sounds are harder to hear than consonant sounds. Your Spelling Dictionary has symbols for nineteen vowel sounds. Write these nineteen symbols.

2. Write the correct symbols for these vowel sounds as well as you can, and then check your answers with the Spelling Dictionary.

   a. The third vowel sound in *revolution*

   b. The third vowel sound in *propeller*

   c. The third vowel sound in *conductor*

revolution	preposition
confederation	accordance
administration	allegiance
resolution	convenience
respiration	apartment
recreation	experiment
institution	assortment
complexion	conductor
conjunction	refrigerator
decomposition	propeller

   d. The first vowel sound in *assortment*

   e. The second vowel in *apartment*

   f. The second vowel in *accordance*

   g. The third vowel sound in *institution*

TESTING YOUR SPELLING

AN INTERESTING WORD IS . . .

allegiance, which is modern English for the Middle English word *alegeaunce*, which is a combination of *a* (to) + French *liege* and the noun suffix. In feudal times, barons or lords gave land and protection to liege men who in turn owed loyalty and service, or *allegiance*, to the *liege* lord in times of war.

Use a dictionary to help you write an interesting word story about *conductor*.

ABOUT OUR LANGUAGE

We must remember that oral language is always changing, but our spellings usually do not change.

We have a habit of skipping sounds which are awkward to say. But we keep in our spelling the letters which once represented the skipped sounds. We say that these "dead" letters are "silent."

Which sound symbols are now silent in words like *soften*, *yolk*, *gnaw*, *thumb*, *knife*, *wrench*, and *fight?* Remember that these letters were once pronounced.

4. The *apartments* are equipped with *refrigerators.*

5. We are *accepting* your *resolution* at face value.

6. His heavy *respiration* and sickly *complexion* showed that he needed more *recreation.*

7. Central *administration* of all city *institutions* will be a great *convenience.*

8. His *acceptance* of the position of *conductor* is very doubtful.

9. Our class performed an *experiment* in preventing the *decomposition* of foods.

10. An *assortment* of different metals was tried in making the *propellers.*

Interesting Word Assignment. Pupils may develop a paragraph something like this: *Conductor* is made up of Latin *con* (with) + *ducere* (to lead). When we put the end of an iron bar into a fire, the iron molecules in that part begin to move rapidly. The iron molecules which are moving set the other iron molecules into the motion which causes heat. The heat travels, or is *conducted*. We say that iron and other metals are good *conductors* of heat.


moist_____?


duplic_____?


press_____?


illustr_____?


temperat_____?


imit_____?

regulate	evaporate	hesitate	moisture
delegate	illustrate	pressure	literature
indicate	imitate	feature	temperature
duplicate	approximate	creature	agriculture
originate	appropriate	signature	legislature

The *-ate* suffix is used in nouns, verbs, and adjectives. *Duplicate*, for example, may be a noun, a verb, or an adjective. *Approximate* and *appropriate* are used as both verbs and adjectives.

Often the different parts of speech are shown by differences in pronunciation. The adjective is pronounced "ə prok′sə mit," but the verb is pronounced "ə prok′sə māt." The adjective is pronounced "ə prō′pri it"; the verb, "ə prō′pri āt." What are the differences in pronunciation of *delegate?* Of *duplicate?* To help your spelling, remember that the *-ate* is often not accented and is often pronounced "it."

Another common noun suffix is *-ure*. The *-ure* syllable is usually unaccented and is shown as "ər" in the Spelling Dictionary. Coming frequently after *t*, the *-ure* usually joins with the *t* to make the "chər" syllable. When a *t* is followed by unaccented *u*, we find it easiest to pronounce the *t* as "ch." To help your spelling, remember that the "chər" suffix syllable is usually spelled *ture*.

LEARNING YOUR WORDS

1. Write the *-ure* nouns in the list. Draw lines between the syllables.

Power Vocabulary

regulation
delegation
indication
duplication
origination
evaporation
illustration
imitation
approximation
appropriation
hesitation
press
sign
moisten
temper
legislate
regulative
illustrative
imitative
regulating
delegating
indicating
originating
evaporating
illustrating

Answers

1. pres/sure; fea/ture
crea/ture; sig/na/ture
mois/ture; lit/er/a/ture
tem/per/a/ture
ag/ri/cul/ture
leg/is/la/ture

TEACHING SUGGESTIONS

Work through the explanatory material with the pupils, stressing the difference in pronunciation when the *-ate* suffix has an accent and when it does not. Clarify also the "chər" pronunciation of the unstressed *-ture* ending. These are both common suffixes and often cause spelling confusions.

In pronouncing the words for the pupils to write, emphasize the need for clear enunciation of all the syllables without distorting them. Words like *regulate, literature, temperature, agriculture,* and *legislature* are often slurred and pronounced carelessly. Spelling errors commonly involve the unstressed vowels in words like *evapOrate, literAture, temperAture,* etc. Remind pupils again that, for spelling purposes, they can clarify unstressed vowels by "thinking" accent equally on all syllables.

The words in the review section also have the *-ate* and *-ure* endings. Call particular attention to the spelling change when *proceed* becomes *procedure*. The interesting word story can be sup-

Answers

2. regulate; regulation
   delegate; delegation
   indicate; indication
   duplicate; duplication
   originate; origination
   evaporate; evaporation
   illustrate; illustration
   imitate; imitation
   approximate; approximation
   appropriate; appropriation
   hesitate; hesitation
3. press
   sign
   moisten
   temper
   legislate
   regulative
   illustrative
   imitative
4. regulating
   delegating
   indicating
   originating
   evaporating
   illustrating

A.

1. nearly correct
2. be reluctant
3. representative

2. Write the *-ate* verbs in the list. After each verb, write the noun form made by dropping *te* and adding the *-tion* suffix.

3. Write the verb forms of *pressure, signature, moisture, temperature,* and *legislature.* Write the adjective forms (*-ive*) of *regulate, illustrate,* and *imitate.*

4. Write the *-ing* forms of *regulate, delegate, indicate, originate, evaporate,* and *illustrate.*

procedure immediate

Note that *procedure* is from *proceed* and that the spellings should not be confused. Divide *immediate* into syllables and think stress on each syllable to remember the spelling.

USING YOUR WORDS



Litterature?

A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻✻

Choose the word or phrase that is the best definition of the italicized word as it is used in the phrase. Write it.

1. The *approximate* length: proper; nearly correct; prescribed; exact

2. *Hesitate* to ask: be reluctant; not be likely; be willing; be certain

3. The club's *delegate:* president; member; chairman; representative

4. The art of *agriculture:* planting; husbandry; harvesting; production

5. A *duplicate* copy: exact; nearly like; lasting; false

6. Congress *legislates:* makes legal; makes laws; makes legible; makes lenient

7. *Indicate* the answer: influence; imply; bring in; infer; show

8. *Appropriate* clothes: suitable; formal; nearly correct; informal

9. *Originate* a style: arrange; command; keep down; invent

10. *Regulated* behavior: practiced; strengthened; controlled; repeated

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻

You have done some work with two kinds of verbals, participles and gerunds. A third kind of verbal is an *infinitive.* An infinitive is the preposition *to* and a verb, like *to run, to regulate,* etc. An infinitive may be used as a noun, an adjective, or an adverb.

Rewrite these sentences, changing the italicized words into infinitives.

1. He often tried *duplicating* the delegates' signatures and *imitating* their speech.

2. The legislature will hesitate *in passing* appropriate laws *for the purpose of assisting* agriculture.

3. These creatures find it hard *regulating* their lives with so much moisture and high temperatures.

50

plemented by additional information on the subject. Read and discuss *About Our Language.*

Learning Your Words. Note particularly whether any pupils are making errors in dropping final *e* before the *-ing* in exercise 4.

Using Your Words, A. These are standard exercises, but precise discriminations must be made. The work may be discussed.

Using Your Words, B. This section should be discussed with the pupils before the assignment is made. Review the verbals—gerunds, participles, and infinitives—before pupils do the exercise. Spelling words are again written by the pupils in doing the exercises.

Using Your Words, C. This exercise will give occasion once more to review the diacritical marks. Pupils at this level should be able to read phonetic spellings without trouble. Encourage pupils to do the work before they check it in the Spelling Dictionary.

Unit Test and Sentence Dictation. Follow the usual procedures.

4. New features of the magazine will be *the featuring of* good literature and *the originating of* novel illustrations.

5. The barometer is designed *for indicating* air pressure.

6. We tried *measuring* the moisture content and *getting an approximation* of the evaporation rate.

**C * USE YOUR DICTIONARY * * * * * * * * *

Only one of the pronunciations in each line is correct. Write each word and its correct pronunciation.

1. tem′pər chər; tem′pra chər; tem′pər ə chər

2. ə prō′pri it; ap rō′pri it; ə prō′prit

3. led′jis lā chər; leg′is lā chər; lej′is lā′chər

4. pre′shūr; presh′ər; prē′shər

5. reg′ū lāt; rej′ū lāt; re gū′lāt

6. sig nə′chər; sig′nā chər; sig′nə chər

TESTING YOUR SPELLING

regulate	imitate	signature
delegate	approximate	moisture
indicate	appropriate	literature
duplicate	hesitate	temperature
originate	pressure	agriculture
evaporate	feature	legislature
illustrate	creature	

AN INTERESTING WORD IS

evaporate, which is built up of Latin *e* (out) + *vapor* (steam), and so means "to escape as vapor." The molecules of all substances have a force which draws them together, but heat motion pulls them apart. When these forces are equal, we have a liquid. Molecules near the surface of a liquid may fly outward because of heat motion and *evaporate.*

Use a dictionary to help you write an interesting word story about *duplicate.*

ABOUT OUR LANGUAGE

Besides the disappearing sounds, we have other causes for our irregular English spelling.

Latin scholars put the silent *b*'s in *debt* and *doubt* to show that these words came from Latin *debitum* and *dubitum.* Though the English writers had spelled words like *tongue* and *guess* very sensibly (*tung, gess*), the French scribes put *u*'s after the *g*'s to show that the *g*'s spelled the "hard g" sound and not the "j" sound.

We know, too, that the early Dutch printers who worked in Britain used Dutch spellings like the unnecessary *h* in *ghost* and *ghastly.* These have remained in English spellings.

We often keep foreign language spellings when we borrow foreign words. For example, the French spellings of *vision* (*s* for *zh*), *fatigue* (*gue*), *ballet* (*et*), *chauffeur* (*au, eu*), *chamois* (*ch, ois*), and *champagne* (*ch, g*) make our spellings hard.

And how about Greek *rhinoceros* and *photograph?* German *luftwaffe?* Japanese *kamikaze?* Indian *khaki?* Spanish *guerilla?*

Answers

4. husbandry
5. exact
6. makes laws
7. show
8. suitable
9. invent
10. controlled

B.

1. . . . to duplicate . . . to imitate . . .
2. . . . to pass . . . to assist . . .
3. . . . to regulate . . .
4. . . . to feature . . . to originate . . .
5. . . . to indicate . . .
6. . . . to measure . . . to approximate . . .

C.

1. temperature
   tem′ pər ə chər
2. appropriate
   ə prō pri it
3. legislature
   lej′ is lā′ chər
4. pressure
   presh′ ər
5. regulate
   reg′ ū lāt
6. signature
   sig′ nə chər

1. Our *delegates indicated* that considerable *pressure* had been put on the *legislature.*
2. *Moisture evaporates* at high *temperatures.*
3. We use *appropriate* pictures to *illustrate* great *literature.*
4. By what *procedure* can we *regulate* the transportation of the products of *agriculture?*
5. I *hesitate* to try to *duplicate* or *imitate* his *signature.*
6. We must *immediately* try to *approximate* the gains they have made.
7. We have not *originated* one new *feature* in our paper.
8. Many wild *creatures* are protected by law in our country.

Interesting Word Assignment. *Duplicate* is from L. *duplicatus,* which is from *duplex,* which is from *duo* (two) + the root of *plicare* to fold. *Duplicate* and *duplex* have special application in card playing and in machinery. Other special applications are *duplex* apartment houses, *duplex* telegraphy, *duplex* copying machines.

Answers

2. (a) regulate
   (b) appropriate
   (c) indicate
   (d) illustrate
   (e) approximate
   (f) hesitate
   (g) delegate
   (h) duplicate
   (i) evaporate
   (j) imitate
3. (a) qualification
   (b) consideration
   (c) association
   (d) admiration
   (e) generation
   (f) communication
   (g) proposition
   (h) reception
   (i) annexation
   (j) transportation
   (k) permission
   (l) profession
   (m) possession
   (n) provision
   (o) protection
   (p) reservation
   (q) appreciation
   (r) production
   (s) irrigation
   (t) application
   (u) edition
   (v) destination

UNIT 18 REVIEW

13	14	15	16	17
session	pavement	allowance	revolution	regulate
excursion	ornament	resistance	confederation	delegate
permission	monument	appearance	administration	indicate
profession	ligament	difference	resolution	duplicate
possession	sentiment	existence	respiration	originate
commission	tournament	reference	recreation	evaporate
provision	motion	correspondence	institution	illustrate
protection	caution	commencement	complexion	imitate
production	edition	adjustment	conjunction	approximate
irrigation	ambition	amazement	decomposition	appropriate
application	ammunition	amendment	preposition	hesitate
appreciation	destination	agreement	accordance	pressure
reservation	filtration	equipment	allegiance	feature
generation	interjection	assignment	convenience	creature
admiration	superstition	advertisement	apartment	signature
association	transportation	disappointment	experiment	moisture
consideration	tradition	refreshment	assortment	literature
qualification	annexation	requirement	conductor	temperature
proposition	reception	radiator	refrigerator	agriculture
communication	inspiration	dictator	propeller	legislature

REVIEWING SPELLINGS

1. Every sixth unit in your book is a review unit. This review unit includes the words you have studied in Units 13–17. First study words misspelled on the tests. Then review all words.

2. Change these *-tion* nouns to *-ate* verbs.

   a. regulation b. appropriation
   c. indication d. illustration
   e. approximation f. hesitation
   g. delegation h. duplication
   i. evaporation j. imitation

3. Here are some verbs. You can change each into a noun that has the suffix *-tion* or *-sion*. Write the nouns (from Units 13 and 14).

   a. qualify b. consider
   c. associate d. admire
   e. generate f. communicate

TEACHING SUGGESTIONS

Each of the six review units in this book requires the pupils to review words misspelled on tests, to write many of the words from the five lists, and to review the meanings and pronunciations.

Reviewing Spellings. Exercise 1. The word lists on the first page of each review unit have been used to underline the words misspelled on the five preceding tests. Insist that pupils first give attention to these words, and then review all of the words in the five lists.

Exercise 2. Tell pupils that the forms they are to write are all from the list for Unit 17.

Exercise 3. Remind the pupils that changes must often be made in the basic word before the suffix which changes it into a noun can be added.

Exercise 4. The reminders listed for exercise 3 are equally applicable to this exercise.

g. propose
h. receive
i. annex
j. transport
k. permit
l. profess
m. possess
n. provide
o. protect
p. reserve
q. appreciate
r. produce
s. irrigate
t. apply
u. edit
v. destine
w. interject
x. filter

4. Change these verbs into nouns by using these suffixes. Check the spellings with the Unit 15 list.

-ance -ence -ment -or

a. refresh
b. equip
c. allow
d. exist
e. radiate
f. resist
g. refer
h. assign
i. require
j. appear
k. amend
l. differ
m. correspond
n. dictate

5. By using both the prefixes and suffixes shown at the top of the next column, you can change these words into nouns. Write them. Check with the Unit 16 list.

a. federate
b. minister
c. create
d. join
e. compose
f. sort
g. frigerate
h. cord
i. part
j. solve

-ance re- -tion -or -ment de- a- ac- as- con- ad-

6. Write each picture title, filling the blanks with words ending in *-ure* from Unit 17.



REVIEWING MEANINGS

Draw a line under one of the three words which has the same or nearly the same meaning as the first word.

1. *decomposition:* (a) combining; (b) rotting; (c) ornamenting
2. *filtration:* (a) being strained; (b) being combined; (c) being ended
3. *indicate:* (a) to charge; (b) to sue; (c) to point out
4. *resistance:* (a) opposition; (b) boldness; (c) elasticity
5. *proposition:* (a) a part of speech; (b) bribe; (c) suggestion

Answers

(w) interjection
(x) filtration
4. (a) refreshment
(b) equipment
(c) allowance
(d) existence
(e) radiator
(f) resistance
(g) reference
(h) assignment
(i) requirement
(j) appearance
(k) amendment
(l) difference
(m) correspondence
(n) dictator
5. (a) confederation
(b) administration
(c) recreation
(d) conjunction
(e) decomposition
(f) assortment
(g) refrigerator
(h) accordance
(i) apartment
(j) resolution
6. (a) signature
(b) literature
(c) temperature
(d) agriculture
(e) moisture
(f) creature

Exercise 5. Again remind pupils that changes in the basic word may have to be made before the suffix can be added and that they should check the spelling of the nouns with the word list for Unit 16.

Exercise 6. Pupils may need help in interpreting the pictures.

Reviewing Meanings. This is the usual form of vocabulary test in each review unit. The teacher should again be alert to identify pupils who are uncertain about these word meanings and give them help.

Reviewing Pronunciations. Pupils should again use the exercise as a test, doing the work without consulting the dictionary and checking the work after it is finished.

Review Test. If 20 words are to be used as a final test, the following list is suggested.

Answers

Reviewing Meanings

1.	b	2.	a
3.	c	4.	a
5.	c	6.	b
7.	b	8.	c
9.	c	10.	a
11.	c	12.	a
13.	a	14.	b
15.	a	16.	b
17.	c	18.	b
19.	b	20.	c
21.	c	22.	c
23.	a	24.	a

Reviewing Pronunciations

1.	b	2.	b
3.	a	4.	b
5.	a	6.	b
7.	b	8.	b
9.	a	10.	b
11.	b	12.	a
13.	b	14.	a
15.	b	16.	b
17.	a	18.	a
19.	a	20.	a

6. *destination:* (**a**) damage; (**b**) journey's end; (**c**) extreme poverty
7. *resolution:* (**a**) disclosure; (**b**) decision; (**c**) change
8. *approximate:* (**a**) exact; (**b**) incorrect; (**c**) almost exact
9. *reservation:* (**a**) a likeness; (**b**) patience; (**c**) a keeping back
10. *commission:* (**a**) to give authority to; (**b**) to fail to get; (**c**) to send out
11. *originate:* (**a**) not copied; (**b**) being; (**c**) to open
12. *respiration:* (**a**) breathing; (**b**) dying; (**c**) delaying
13. *accordance:* (**a**) agreement; (**b**) impulse; (**c**) accusation
14. *annexation:* (**a**) remodeling; (**b**) addition; (**c**) destruction
15. *legislature:* (**a**) persons having lawmaking power; (**b**) executives; (**c**) judges
16. *confederation:* (**a**) kind of sweet; (**b**) league; (**c**) political party
17. *commencement:* (**a**) praise; (**b**) series of comments; (**c**) beginning
18. *application:* (**a**) advertisement; (**b**) use; (**c**) assessment
19. *assortment:* (**a**) distribution; (**b**) collection; (**c**) duty
20. *duplicate:* (**a**) to lie; (**b**) to deceive; (**c**) to copy
21. *creature:* (**a**) freak; (**b**) reptile; (**c**) living being
22. *allegiance:* (**a**) statement without proof; (**b**) partnership; (**c**) loyalty
23. *provision:* (**a**) arrangement made beforehand; (**b**) compromise; (**c**) old saying
24. *appropriate:* (**a**) fit; (**b**) unsuitable; (**c**) given out

REVIEWING PRONUNCIATIONS

Underline the correct dictionary pronunciation for each of these words.

1. *difference:* (**a**) dif′rəns; (**b**) dif′ər əns
2. *radiator:* (**a**) ra′di ā′tər; (**b**) rā′di ā′tər
3. *allegiance:* (**a**) ə lē′jəns; (**b**) ə lē′ji əns
4. *experiment:* (**a**) eks pēr′mənt; (**b**) eks per′ə mənt
5. *temperature:* (**a**) tem′pər ə chər; (**b**) tem′prə chər
6. *appreciation:* (**a**) ə prē′sē ā′shən; (**b**) ə prē′shi ā′shən
7. *agriculture:* (**a**) ag′ə kul′chər; (**b**) ag′rə kul′chər
8. *reference:* (**a**) ref′rəns; (**b**) ref′ər əns
9. *legislature:* (**a**) lej′is lā′chər; (**b**) lej′is lə tūr
10. *ornament:* (**a**) ôr mə mənt; (**b**) ôr′ nə mənt
11. *appropriate:* (**a**) ə prō′prit; (**b**) ə prō′pri it
12. *association:* (**a**) ə sō′si ā′shən; (**b**) ə sō′shā′shən
13. *literature:* (**a**) lit′rə chür; (**b**) lit′ ər ə chər
14. *conductor:* (**a**) kən duk′tər; (**b**) kon duk′tōr
15. *advertisement:* (**a**) ad′və tīs mənt; (**b**) ad′vər tīz′mənt
16. *proposition:* (**a**) prep ə zish′ən; (**b**) prop′ə zish′ən
17. *admiration:* (**a**) ad′mə rā′shən; (**b**) ad′mī rā′shən
18. *illustrate:* (**a**) il′əs trāt; (**b**) il us trāt′
19. *refrigerator:* (**a**) ri frij′ər ā′ tər; (**b**) ri frij′ē ā tər
20. *convenience:* (**a**) kən vēn′yəns; (**b**) kən vē′ni əns

hat, āge, cāre, fär; let, ēqual, tėrm; it, īce; hot, ōpen, ôrder; oil, out; cup, pụt, rüle, üse; ch, child; ng, long; th, thin; ŦH, then; zh, measure; ə represents *a* in about, *e* in taken, *i* in pencil, *o* in lemon, *u* in circus.

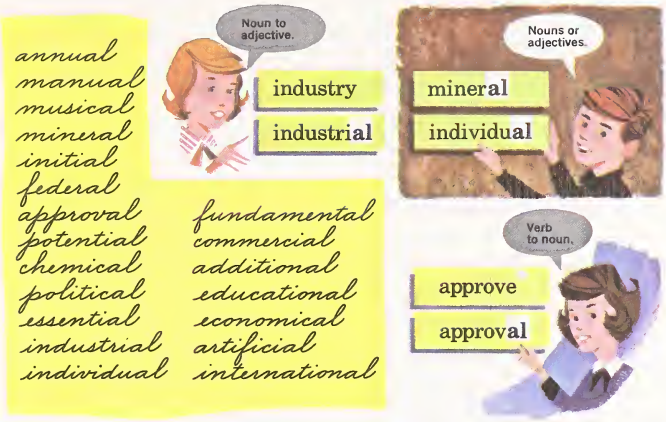
WRITING YOUR WORDS

Suggested Words for Test

1. appreciation
2. qualification
3. possession
4. commission
5. sentiment
6. superstition
7. reception
8. inspiration
9. disappointment
10. correspondence
11. existence
12. advertisement
13. refrigerator
14. allegiance
15. complexion
16. administration
17. approximate
18. delegate
19. feature
20. literature

The teacher is reminded of the word lists provided on page *xi* of this Teacher's Edition, which are made up of 50 words each, chosen from the vocabulary in this book. One of these lists may already have been used as a pretest at the beginning of the school year. A second test may be used now as an end-of-semester test.

A comparison of median class scores on each test and a comparison of the scores of each pupil will be helpful in determining growth in spelling power.



The *-al* suffix is used to form adjectives from nouns (*industry, industrial*). It is also a suffix in nouns which were originally only adjectives, like *mineral, individual*, etc. This suffix also forms nouns from verbs (*approve, approval*).

The vowel in this ending is in an unaccented syllable, and is not heard clearly. The vowel sound is represented in the Spelling Dictionary by the schwa. There are other spellings for the "əl" ending, so note carefully, when you hear "əl," what the vowel is before *l*.

When *ti* or *ci* precedes the *-al*, as in *potential, essential*, and *commercial*, the *tial* or *cial* is pronounced "shəl." When you hear the "shəl" syllable at the end of a word, note whether the *tial* or *cial* spelling is used.

How many of the words in your list have the *-tial* ending? The *-cial* ending? Pronounce them. Write your words as the teacher pronounces them.

LEARNING YOUR WORDS

1. Write the words in the list which have the *-tial* ending. Write their adverbial forms by adding the *-ly* suffix to the words.

2. Write the words in the list which have the *-cial* ending. Write their adverbial forms.

Power Vocabulary

potentially
initially
essentially
artificially
commercially
approve
educate
chemistry
music
politics
industry
addition
economics

Answers

1. potential
   potentially
   initial
   initially
   essential
   essentially
2. artificial
   artificially
   commercial
   commercially

TEACHING SUGGESTIONS

Discuss the explanatory section with the pupils. The *-tial* and *-cial* endings cause unnecessary spelling errors, and they are the most difficult spots in the words of the list. Lead pupils to accept the *ti* and *ci* spellings as an expected spelling convention in words with these suffixes.

Be sure that pupils know the uses of the parts of speech involved. They should understand that the suffix does not determine the part of speech; that only its use in a sentence does that for any given word. The words in the review section also have the *-al* ending.

Discuss the information in *About Our Language*. Pupils should be very much interested in the sections that deal with how English spelling "got that way."

Learning Your Words. The pupils will be able to do these exercises without teacher help. Whenever possible, however, discuss the work with the pupils when they have finished. Stress the fact that the word-building activities develop ability to spell more words than those in the exercises. By observing the principles involved, pupils develop spelling power.

Answers

3. approve; approving
   educate; educating
   Final e is dropped before ing.
4. chemistry; chemical
   music; musical
   politics; political
   industry; industrial
   addition; additional
   economics; economical
5. (a) manual
   (b) mineral
   (c) federal
   (d) annual
   (e) individual
   (f) fundamental
   (g) international
   (h) educational
   (i) approval
   (j) musical

A.

1. d	2. c
3. a	4. b
5. d	6. a
7. b	8. a
9. c	10. c
11. a	

3. Write the verbs *approve* and *educate*. Write their *-ing* forms. What rule must you follow?

4. Write *chemistry*, *music*, *politics*, *industry*, *addition*, *economics*. After each, write the adjective with the *-al* suffix that is made from it. Note any changes that must be made in the root.

5. Write the *-al* words which have to do with these things:

a. Hand work	**b.** Mines
c. U. S. government	**d.** Year
e. One person	**f.** Foundation
g. A number of nations	**h.** Education
i. Favorable opinion	**j.** Music

USING YOUR WORDS



A KNOW YOUR MEANINGS

Which word or phrase gives the meaning of the italicized word?

1. An *artificial* manner: (**a**) crafty; (**b**) skillful; (**c**) artless; (**d**) affected

2. *Manual* labor: (**a**) strenuous; (**b**) mechanical; (**c**) done by hand; (**d**) skillful

3. *Economical* engine: (**a**) saving; (**b**) faltering; (**c**) imperfect; (**d**) rapid

4. Give *approval:* (**a**) great pain or great sorrow; (**b**) consent; (**c**) sympathetic understanding; (**d**) correction

MORE WORDS TO YOU

physical original

Note that *ph* spells the "f" sound in *physical*, the *y* spells the "i" sound, the *c* spells the "k" sound. The unaccented *-al* in both words is pronounced "əl."

5. *Essential* details: (**a**) unnecessary; (**b**) futile; (**c**) disorderly; (**d**) fundamental

6. An *industrial* school: (**a**) having to do with trades; (**b**) college preparatory; (**c**) medical; (**d**) primary

7. *Potential* power: (**a**) unused; (**b**) possible; (**c**) confined; (**d**) remarkable

8. An *individual* question: (**a**) separate; (**b**) unrelated; (**c**) impartial; (**d**) confused

9. Containing *minerals:* (**a**) humus; (**b**) decomposed vegetable particles; (**c**) substances that are neither plant nor animal

10. *Federal* government: (**a**) municipal; (**b**) state; (**c**) national; (**d**) international

11. *Additional* work: (**a**) extra; (**b**) diminishing; (**c**) fragmentary; (**d**) irregular

B LIFT YOUR LANGUAGE

Because is often used to introduce adverbial clauses:

I go to school because *I want to learn something. Because* introduces the adverbial clause *I want to learn*, which modifies the predicate.

Using Your Words, A. This is the usual standard vocabulary work. Pupils may check their choices with the Spelling Dictionary in the back of the text. Such exercises can give occasion for discussion of the rejected meanings as well as for those chosen.

Using Your Words, B. The teacher will find it productive to give careful attention to the usage principle dealt with in this unit. Read through the explanatory material with the pupils, giving additional illustrations of correct and incorrect use of "The reason is— —" sentences. "The reason is because" is a common English usage error.

Using Your Words, C. Pupils should have no trouble with these exercises. In all such work, the Spelling Dictionary should be used to check pupil decisions.

Unit Test and Sentence Dictation. When pupils have taken the test, scored their work, graphed the results, and recorded the words they misspelled on the test, take time to discuss with them what progress in spelling power the graphs show. Personal motivation to spell better will ac-

Because should not be used to introduce a noun clause which is a subjective complement:

Correct: *The reason I go to school is* that *I want to learn something.*

Wrong: *The reason I go to school is* because *I want to learn something.*

Write the following sentences, using *because* or *that* correctly.

1. The reason the annual musical program will not be given is (*because, that*) the essential approval of the mayor cannot be secured.

2. The fundamental reason we made our initial offer is (*that, because*) the industrial and commercial developments have a great potential.

3. An additional reason for his individual renown is (*because, that*) his political and educational program is economical.

4. The reason that their chemical and mineral wealth has not been tapped is (*because, that*) manual labor is short.

5. Our federal government's reason for protest was (*because, that*) the proposed international boundaries are artificial.

USE YOUR DICTIONARY

Write the last four words in the spelling list. Then write the pronunciation of the word as you think it should be given. Now check each word with the Spelling Dictionary.

annual	potential	commercial
manual	chemical	additional
musical	political	educational
mineral	essential	economical
initial	industrial	artificial
federal	individual	international
approval	fundamental	

TESTING YOUR SPELLING

AN INTERESTING WORD IS

musical, which comes from the Greek and originally was used in relation to any art or science controlled by the *Muses.* The Muses were nine maidens, the daughters of Zeus, king of the gods. The Muses entertained at the festivals of the gods on Mount Olympus. Our word *museum* comes from the Greek word for a temple built to honor the Muses. Some of the arts and sciences that were represented by the Muses are poetry, history, comedy, tragedy, dancing, and astronomy.

Use a dictionary to help you write an interesting word story about *chemistry.*

ABOUT OUR LANGUAGE

For many years English writers spelled pretty much as they pleased. As there were different dialects spoken in Britain, each writer spelled words the way they sounded to him. In fact, a writer would often spell the same word in different ways. But then two great events worked together to "freeze" the irregular English spelling. The first was the invention of printing.

The Chinese had invented printing long before Europeans began to make use of it. Movable type was unknown in Europe until about 1450. Before that books were made by hand, carefully copied by monks in monasteries.

Answers

B.

1. . . . is that . . .
2. . . . is that . . .
3. . . . is that . . .
4. . . . is that . . .
5. . . . was that . . .

C.

educational
ed′jə kā′shən əl
economical
ē′kə nom′ə kəl
artificial
är′tə fish′əl
international
in′tər nash′ən əl

complish far more than any statistics the teacher may keep for grading purposes.

1. The conductor wrote an *original manual* of *musical* lessons.

2. *Artificial* and natural fur have similar *physical* qualities.

3. *Political* help is *essential* to secure *federal approval* for *additional annual* grants.

4. An *international educational* group has influenced *fundamental individual* rights.

5. The *potential mineral* wealth of these lands makes our *initial* investment an *economical* one.

6. *Industrial* and *commercial* firms are making great *chemical* advances.

Interesting Word Assignment. *Chemistry* is from *alchemy,* through OF. *alkemie,* L. *alchimia,* from Arabic *alkīmiyā,* probably from Gr. *chymeia* (a mingling) from *chymos* (juice), as chemistry was originally the art of extracting medicinal juices from plants. Alchemy was concerned primarily with transmuting base metals into gold, finding a universal cure for disease, and prolonging life indefinitely. Pupils may get into branches of chemistry—organic and inorganic, etc.

Power Vocabulary

execute
expend
legislate
superlatively
transparently
satisfaction
luxurious
accidental
independently
confidence
assistance
brilliance
prominence
magnificence

Answers

1. execute; executive
   expend; expensive
   legislate; legislative
2. antecedent
   primitive
3. superlative
   superlatively
   transparent
   transparently
4. luxury
   machinery
   anniversary
   satisfactory
   satisfaction
   luxurious

UNIT 20 MORE NOUN AND ADJECTIVE SUFFIXES

executive	*primitive*	*brilliant*	*transparent*
expensive	*superlative*	*prominent*	*luxury*
intensive	*confident*	*antecedent*	*machinery*
extensive	*accident*	*independent*	*anniversary*
legislative	*assistant*	*magnificent*	*satisfactory*



A common adjective suffix is *-ive*, which is illustrated in words in your list. Because the syllable is not accented, it is pronounced "iv" instead of "īv."

The *-ant* and *-ent* suffixes are used to form adjectives like *brilliant* and *confident*, but these suffixes also appear in nouns. In nouns, the suffixes often mean "one who," as in *assistant*. Because the *-ant* and *-ent* suffixes are in unaccented syllables, you will not hear the vowel sound clearly. You can help yourself with these spellings by "thinking" equal accent on all the syllables to make the vowels clear, and noting whether the *a* or *e* is used in the suffix.

Also hard to hear are the vowels in the *-ary*, *-ery*, *-ory*, and *-ury* noun and adjective suffixes. Pronounce *anniversary*, *machinery*, *satisfactory*, *luxury*. To remember the spellings of the suffixes, either think stress on these vowels or note and remember which vowel is used.

LEARNING YOUR WORDS

1. Write the verbs *execute*, *expend*, *legislate*. After each one, write its adjective form.

2. Write the noun with the *ante-* prefix and the adjective whose Latin ancestor was *primus*, meaning "first."

3. Write the adjectives with the prefixes *super-* and *trans-*. Write their adverbial forms.

TEACHING SUGGESTIONS

The unstressed vowels in the *-ive*, *-ant*, *-ent*, *-ary*, *-ery*, *-ory*, and *-ury* suffixes are sometimes confused and cause spelling errors. Centering the pupils' attention on them in this unit should help eliminate such errors.

Work through the explanatory paragraphs as usual with the pupils. Remind pupils that these words are nouns or adjectives only when they are used that way in sentences.

In pronouncing the words for the pupils to write, call attention to the "g" sound in *executive* (eg zek′ū tive), to the proper pronunciation of *luxury* (luk′ shə ri or lug′ zhə ri), and to the need for pronouncing all the unstressed syllables in words like *machinery*, *anniversary*, and *satisfactory*.

Note the *ch* spelling of the "sh" sound in *machinery*, an indication that the word is of French origin.

Call particular attention to the note included in the review section. The words in the review section are often misspelled.

Go over the interesting word story with the pupils. The teacher may wish to enlarge upon

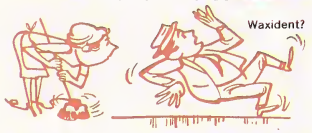
4. Write the *-ary, -ery, -ory,* and *-ury* words. Write the noun form of *satisfactory.* It ends in *-tion.* Write the adjective form of *luxury,* changing *y* to *i* and adding *-ous.*

5. Write *accident.* Write the adjective form made by adding the *-al* suffix. Write *independent.* Write its adverbial form.

6. Write the nouns *confidence, assistance, brilliance, prominence, magnificence.* After each, write the adjective form.

7. Write the words that are antonyms of each other.

USING YOUR WORDS



A * KNOW YOUR MEANINGS *

Write the italicized word and the word or phrase which gives its meaning.

1. A *prominent* citizen: easy to see; eminent; conspicuous

2. *Magnificent* jewels: many-colored; stately; splendid

3. *Primitive* tools: crudely simple; ordinary; most important

4. *Extensive* changes: far-reaching; additional; unexpected

5. A *confident* manner: friendly; self-reliant; insolent

6. *Executive* positions: murderous; legal; administrative

MORE POWER TO YOU!

relative permanent pleasant

Note that the unaccented *-ent* and *-ant* adjective suffixes sound alike in *permanent* and *pleasant.* The *ea* unexpectedly spells the short *e* sound in *pleasant.*

7. *Transparent* motives: invisible; free from pretense; easily seen through

8. An *intensive* study: significant; useful; thorough

9. The stranger's *antecedents:* obligations; past history; subsequent history

10. Accustomed to *luxury:* profuseness; excessive coarseness; abundant ease and comfort

11. *Legislative* reforms: having to do with laws; easy to read; taking plenty of time

12. *Superlative* wisdom: exaggerated; proud; supreme

13. A *brilliant* performance: cheerful; splendid; concise

B * LIFT YOUR LANGUAGE *

The form of an adjective may be changed to show comparison.

Comparative Degree (to compare two): *John is* stronger *than Joe.*

Superlative Degree (to compare three or more): *Fred is* strongest *of all.*

Adjectives of one syllable, and some two-syllable adjectives, form the comparative and superlative by adding *-er* and *-est.* Adjectives of three or more syllables, and some two-syllable adjectives, use the words *more* and *most* to

Answers

5. accident; accidental
   independent; independently
6. confidence; confident
   assistance; assistant
   brillance; brilliant
   prominence; prominent
   magnificence; magnificent
7. intensive — extensive

A.

1. prominent — eminent
2. Magnificent — splendid
3. Primitive — crudely simple
4. Extensive — far-reaching
5. confident — self-reliant
6. Executive — administrative
7. Transparent — easily seen through
8. intensive — thorough
9. antecedents — past history
10. luxury — abundant ease and comfort
11. Legislative — having to do with laws
12. Superlative — supreme
13. brilliant — splendid

this matter of overworked adjectives like *colossal, stupendous, miraculous, awful, terrible,* etc., so common in teen-age speech.

Learning Your Words. The exercises may be assigned without introduction by the teacher.

Using Your Words, A. This is again standard vocabulary work, but the dictionary will probably be needed by most pupils. Check the work. Several of the choices are deceptive.

Using Your Words, B. The exercises should be introduced by the teacher and the explanation should be supplemented. This practice should be useful in avoiding common usage errors. Spelling words from the weekly list are written by the pupils in doing the exercises.

Using Your Words, C. This is a typical exercise requiring the use of the Spelling Dictionary to verify word origins. Discuss the answers with the pupils when they have finished doing the exercises.

Unit Test and Sentence Dictation. Follow the usual procedures.

1. The doctor is *confident* that the *accident* will not have *permanent* results.

Answers

B.

1. . . . more expensive . . .
2. . . . most intensive . . .
3. . . . more satisfactory . . .
4. . . . most magnificent . . .
5. . . . most extensive . . .

C.

1. executive
2. antecedent
3. anniversary
4. brilliant

make the comparative and superlative forms.

Write the following sentences, using the correct form of the adjective in parentheses.

1. The prominent executive's clothes are (*expensive*) than his assistants' clothes.

2. Of all our brilliant legislative assistants, Jones is by far the (*intensive*) worker.

3. This anniversary has been the (*satisfactory*) of the two.

4. The king lived in the (*magnificent*) luxury that any primitive ruler ever saw.

5. We are confident this is the (*extensive*) collection of machinery in the world.

C ✻USE YOUR DICTIONARY ✻✻✻✻✻✻✻✻

1. Which word comes from the Latin prefix *ex-* and a root word meaning "to follow"?

2. Which word comes from two Latin words meaning "before" and "to go"?

3. Which word comes from a Latin word meaning "year" and another Latin word (*vertere*) meaning "to turn"?

4. Which word comes from the French word *briller*, meaning "to sparkle"?

executive	confident	magnificent
expensive	accident	transparent
intensive	assistant	luxury
extensive	brilliant	machinery
legislative	prominent	anniversary
primitive	antecedent	satisfactory
superlative	independent	

TESTING YOUR SPELLING



AN INTERESTING WORD IS . . .

magnificent, which is from Latin *magnus* (great) + *facere* (to make). We like to use strong adjectives like *magnificent, gorgeous, wonderful, horrible,* and *awful* when we are dissatisfied with plain words. We use such strong words lightly, and they gradually grow weak and lose their effectiveness.

Use a dictionary to help you write an interesting word story about *transparent.*

ABOUT OUR LANGUAGE

John Gutenberg of Germany is given credit for inventing European printing. In a few years, printing had spread to Holland and France, then to Spain and Italy, and finally to England.

An Englishman, William Caxton, learned the trade and brought printing type to London. Other Englishmen soon got into the printing business. These printers and publishers soon saw that they all ought to spell words the same way or their readers would get confused.

During the sixteenth and seventeenth centuries they gradually drew closer together in their spellings until there was a "right" way and a "wrong" way to spell. All the strange and irregular spellings of the French scribes, the Latin scholars, and the Dutch printers became part of the spelling "freeze."

2. The new *machinery* has given *superlative* results.

3. I made an *intensive* effort to make pronouns and *antecedents* agree.

4. Any *expensive* gift seems to be a *magnificent luxury* in such a *primitive* society.

5. Our *prominent legislative executives* have *brilliant assistants.*

6. Our *relatives* are planning a *pleasant anniversary* party.

7. We got an *extensive* view through the *transparent* door.

8. The *independent* voters thought the election results were quite *satisfactory.*

Interesting Word Assignment. Pupils can develop an interesting word story something like this about *transparent: Transparent* is a combination of Latin *trans* (through) + *parere* (appear). That which is *transparent* transmits rays of light so that objects can be seen clearly through it. A *translucent* (*trans* + *lucere* to shine) substance admits light but is only partly *transparent.* The antonym of *transparent* is *opaque,* which means "not letting light through."



capable
available
miserable
comfortable
considerable
invisible
porous
generous

studious
courteous
delicious
enormous
marvelous
precious
previous
prosperous
religious
unconscious
tremendous
ridiculous

The adjective suffix *-able*, meaning "able to, competent or fit to," is sometimes *-ible*. As in the case of many suffixes, the two syllables of *-able* and *-ible* are not accented in words, so the vowels are not clear. *Invisible*, for example, is shown as "in viz′ə bəl" in the Spelling Dictionary, and *capable* is shown as "kā′pə bəl." Notice that the *a* in *-able* and the *i* in *-ible* sound alike. Note carefully which spelling is used.

The adjective suffix *-ous*, meaning "full of, having, like," is pronounced "əs." It is often preceded by *i*, as in *delicious, previous, religious*, or by *e*, as in *courteous*. In *delicious* and *religious*, you do not hear the *i* before the *-ous*, but in words like *previous* and *studious*, you do. Notice that you cannot hear the difference in sound between the *e* in *courteous* and the *i* in *previous*. Note the *-ous*, *-ious*, and *-eous* spellings carefully in these adjectives.

LEARNING YOUR WORDS

1. Write *visible*. Add the prefix *in-*. Write the noun form of each adjective. The noun form changes *ble* to *bil* before the *-ity* suffix.

2. Write *consider, misery, comfort, avail*. After each, write the adjective form. Write the other *-able* adjective in the list.

3. Write the verbs *study, prosper*, and *ridicule*. After each, write the adjective form.

Power Vocabulary

visible
visibility
invisibility
consider
misery
comfort
avail
study
prosper
ridicule
courtesy
marvel
pore
religion
inconsiderable
incapable
uncomfortable
unavailable

Answers

1. visible; invisible
   visibility
   invisibility
2. consider; considerable
   misery; miserable
   comfort; comfortable
   avail; available
   capable
3. study; studious
   prosper; prosperous
   ridicule; ridiculous

TEACHING SUGGESTIONS

The unstressed *-able* and *-ible* suffixes cause confusion and some spelling errors, as do the *-ous, -ious,* and *-eous* endings. This unit centers attention on their spellings and should help pupils to eliminate some of the errors they make in spelling such words. Discuss the explanatory material with the pupils as usual.

In pronouncing the words for the pupils to write, call attention again to the importance of enunciating all syllables carefully. In slovenly speech, such words as *comfortable, considerable, ridiculous,* etc. are slurred; or entire syllables, particularly those which are unstressed, are omitted. This is no doubt responsible for some spelling errors. Again, encourage pupils to see and say each syllable simultaneously, and give as many pupils as possible an opportunity to say the words.

The words in the review section are illustrations of the generalizations presented in the unit.

The interesting word story will give the teacher occasion once more to caution pupils about the

Answers

4. courtesy; courteous
   marvel; marvelous
   pore; porous
   religion; religious
5. precious
   delicious
   unconscious
   Yes — sh
6. generous
   porous
   enormous
   marvelous
   prosperous
   tremendous
   ridiculous
7. pre/vi/ous; ca/pa/ble
8. inconsiderable
   incapable
9. uncomfortable
   ungenerous
   unavailable
   unprosperous

A.

1. A previous experience
2. A courteous stranger
3. An enormous animal
4. A considerable sum
5. A ridiculous person
6. A capable workman
7. A porous material
8. A studious girl

4. Write the nouns *courtesy, marvel, pore, religion.* After each, write the adjective form.

5. Write *precious, delicious, unconscious.* Draw a circle around the last five letters in each word. Are they the same? What sound does *ci* spell in these words?

6. Write the seven adjectives in which the *-ous* suffix is preceded by a consonant.

7. Write *previous* and *capable.* Draw lines between the syllables.

8. Make antonyms of two adjectives in the list by using the prefix *in-*.

9. Make antonyms of four other adjectives in the list by using the *un-* prefix.

USING YOUR WORDS



Treemendous?

A KNOW YOUR MEANINGS

Copy the phrases in parentheses, filling in the blank with a spelling word.

1. Once before I had walked this road and seen these sights. (A __ experience)

2. The strange man tipped his hat and offered his arm to the bewildered old lady. (A __ stranger)

3. A full-grown elephant often measures 11 feet high at the shoulders and weighs 13,000 pounds. (An __ animal)

curious possible

The *-ous* spelling is pronounced "as" in *curious.* The *-able* and *-ible* endings sound alike. Note carefully whether *a* or *i* begins the suffix.

4. The company offered a good deal of money for any information leading to the arrest of the culprit. (A __ sum)

5. To be the life of the party, Roscoe wore a queer costume, told some foolish stories, and made some silly mistakes. (A __ person)

6. The workman could design construction, read blueprints, and carry out details of building. (A __ workman)

7. Ordinary blotting paper is full of tiny holes which are permeable by ink. (A __ material)

8. Ruth is fond of study, spending much of her time zealously poring over her books and lessons. (A __ girl)

B LIFT YOUR LANGUAGE

We use the adverb-conjunction combination *as—as* to make comparisons:

Joe is as *tall* as *I am.*

When a negative is used, the first *as* becomes *so:*

Joe is not so *tall* as *I am.*

Write the following sentences, using *as—as* and *so—as* correctly.

1. Jack is __ capable __ any of the available players.

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use of overworked adjectives like *tremendous, enormous, marvelous, awful, terrible, colossal, stupendous,* etc.

Learning Your Words. These exercises are again typical and will not require introduction or help.

Using Your Words, A. This is a variation of the standard vocabulary work, but the pupils should be able to do the assignment without help. When they have finished, discuss their choices.

Using Your Words, B. This exercise deals with a usage convention which is less generally observed than formerly, but many meticulous speakers still observe it. The teacher should work through the explanatory material with the pupils as usual until they understand the assignment. Spelling words are again used in the sentences.

Using Your Words, C. No help is needed. Have the exercises done in the usual way.

Unit Test and Sentence Dictation. Proceed as usual.

1. A *considerable* number of *capable* men are *available* for work.

2. It does not appear that he is __ courteous __ we previously thought.

3. These tremendous stones are __ precious __ those found in more prosperous times.

4. Despite his enormous wealth and ridiculous spending, he is __ religious __ his more generous friends.

5. These pears have a marvelous taste, but they are not __ delicious __ those.

6. This cloth doesn't seem to be __ porous __ that.

capable	generous	previous
available	studious	prosperous
miserable	courteous	religious
comfortable	delicious	unconscious
considerable	enormous	tremendous
invisible	marvelous	ridiculous
porous	precious	

C USE YOUR DICTIONARY

Only one of the three pronunciations given is the correct pronunciation of a spelling word. Write each word, and after it write its correct pronunciation.

1. mär vel'əs, mär vəl us', mär'vəl əs

2. ri di kū'ləs, rē dik'a lus, ri dik'ū ləs

3. prī'vi əs, prē vi'əs, prē'vi əs

4. dē lis'əs, di lish'əs, dē li'shē əs

AN INTERESTING WORD

tremendous, which, like *enormous* and *marvelous,* has been overworked so much that it has lost its force and original meaning. *Tremendous* is from the Latin verb *tremere,* meaning "to tremble," and therefore meant "terrifying; causing one to tremble."

Use a dictionary to help you write an interesting word story about *enormous.*

TESTING YOUR SPELLING

The second important event which, with the invention of printing, froze English spelling was the publication of dictionaries. People who needed to know the spelling of a word could now find the "correct" spelling in a dictionary. Of course, the "correct" spelling was whatever the dictionary maker had decided it would be.

An early English dictionary and a very famous one was done by an English writer named Samuel Johnson. He was so much respected in England for his learning that his dictionary became the unquestioned guide for correct spelling.

The most famous American dictionary maker was Noah Webster. His dictionaries were so highly regarded in our country that when we think of dictionaries now, we usually think of his name.

Because most people are so sure that dictionaries cannot be wrong, we have come to depend upon them for our spellings. And whether we like it or not, people judge our learning and our intelligence by our spelling.

Answers

B.

1. as — as
2. so — as
3. as — as
4. as — as
5. so — as
6. so — as

C.

1. marvelous mär'vəl əs
2. ridiculous ri dik'ū ləs
3. previous prē'vi əs
4. delicious di lish'əs

2. A *delicious* meal was served by *courteous* waiters.

3. We had a *marvelous* view of *enormous* clouds over *tremendous* mountains.

4. No *previous* class has had as many *curious* and *studious* students.

5. *Prosperous* people were as *generous* as *possible* in giving to *religious* causes.

6. The rain came through the *porous* tents and made our camp *miserable.*

7. He sold the *precious* gems for a *ridiculous* price.

8. After being knocked *unconscious,* he spent a *comfortable* night.

9. The submarine was *invisible* in the dark waters.

Interesting Word Assignment. *Enormous* is from L. *enormis,* from *e* (out) + *norma* (rule). Thus, *enormous* literally means exceeding the norm, the rule, the measure. The word came to mean inordinate, atrocious, outrageous. Like similar strong adjectives, overuse has weakened it. *Immense, huge, vast, gigantic, colossal,* and *mammoth* are synonyms.

Power Vocabulary

curious
charitable
facilities
capacities
necessities
vicinities
dignify
dignified
dignities
advantageous
vain
capability
availability
invisibility
prosperity

Answers

1. cavity
   gravity
   vanity
   humidity
   authority
   security
   nationality
   electricity
2. curious; curiosity
   u is dropped
3. charity; charitable
4. facility; facilities
   capacity; capacities
   necessity; necessities
   vicinity; vicinities
   electricity

UNIT 22 MORE NOUN SUFFIXES



wilderness *dignity* *security* *nationality*
harshness *charity* *facility* *electricity*
cavity *humidity* *capacity* *advantage*
gravity *vicinity* *necessity* *carriage*
vanity *authority* *curiosity* *marriage*

A commonly used noun suffix is *-ness*, which means "state, condition, or quality." This suffix is often added to adjectives like *kind*, *sweet*, *bitter*, *harsh*, etc., to make them into nouns.

The *-ity* suffix has the same meaning as *-ness* and can be added to words like *humid*, *author*, and *electric* to form nouns. Words ending with silent *e* generally drop the *e* before endings like *-ity*, which begin with a vowel, as in *secure*, *security*.

The *-age* is still another noun suffix, pronounced "ij." When added to verbs like *marry* and *carry* to make the nouns *marriage* and *carriage*, the *y* is changed to *i*. The *i*'s are silent in words like *carriage* and *marriage*, and should not be overlooked in spelling.

Write your words as usual.

LEARNING YOUR WORDS

1. Write the nouns with the *-ity* suffix made from *cave*, *grave*, *vain*, *humid*, *author*, *secure*, *national*, *electric*.

2. Write *curious*. Draw a circle around the letter which is dropped in the noun form. Write the noun form.

TEACHING SUGGESTIONS

Use the explanatory text and illustration to introduce the unit in the usual manner. It is best always to go over these with the pupils. Also go over the words and explanation in the review section.

In pronouncing the words for the pupils to write, call attention to the *c* spelling of the "s" sound in *vicinity, facility, capacity, necessity,* and *electricity,* words which sometimes cause spelling errors.

Learning Your Words. The exercises may be assigned without introduction by the teacher. However, it will be profitable to initiate a discussion of answers when pupils have finished the work.

Using Your Words, A. After the pupils have finished the vocabulary exercises, the work should be checked as usual.

Using Your Words, B. These three usage conventions should be explained carefully to the

3. Write *charity* and its adjective form, made by dropping *y* and adding the *-able* suffix.

4. Write the five words in which c spells the "s" sound. Write the plural forms of all which have plurals.

5. Write *dignify*. Write its past-tense form. Then write the noun made from this verb and also its plural form.

6. Write the words with the *-ness* suffix.

7. Write the noun forms of *carry* and *marry*.

8. Write *advantage*. Write the adjective form made by adding the *-ous* suffix. Why is the *e* kept after the *g*?

9. Write *vain*. Circle the letter that is dropped in the noun form. Write the noun.

10. Change these Unit 21 adjectives to nouns by using the *-ity* suffix: *capable, available, invisible, prosperous.*

USING YOUR WORDS



Look, Mom! No gravity!

A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻✻

Write the word from the spelling list for each meaning.

1. Safety; protection; defense
2. Control; influence
3. Roughness; rigorousness; severity
4. Benefit; profit
5. Philanthropy; beneficence
6. Wedding; matrimony
7. Seriousness; solemnity; earnestness
8. Moistness; dampness
9. Need; essential; requisite
10. Conceit; self-esteem; egotism

MORE POWER TO YOU!

opportunity · quantity

Notice the doubled *p* and the *o* before *r* in *opportunity*. The common error in spelling *quantity* is to omit the *t* in the second syllable. Pronounce the word "kwôn'tə ti," noting the second syllable particularly.

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻✻

Remember to use *good* as an adjective and *well* as an adverb: *He is a* good *boy. He plays* well.

Hardly should not be used with a negative: *We can* hardly *expect him to win.*

Kind is singular and may be modified by *this* or *that*, but not by *these* or *those:* This (*or* that) *kind of weather is pleasant.*

Write the following sentences, correcting any usage errors.

1. It doesn't hardly seem that these kind of volcanic cavities should be found in this vicinity.

2. He has a great capacity to hide his curiosity and his vanity very good.

Answers

5. dignify; dignified
   dignity; dignities
6. wilderness
   harshness
7. carriage
   marriage
8. advantage; advantageous
   to keep the g "soft"
9. vain; vanity; i dropped
10. capability
    availability
    invisibility
    prosperity

A.

1. security
2. authority
3. harshness
4. advantage
5. charity
6. marriage
7. gravity
8. humidity
9. necessity
10. vanity

B.

1. . . . hardly seems . . .
   this kind . . .
2. . . . very well.

pupils. *Good* and *well* are commonly misused, *hardly* is often unnecessarily used with a negative, and *those kind* frequently occurs in informal English. Spelling words are again used in the sentences.

Using Your Words, C. This is a typical exercise requiring the use of the dictionary in looking up word origins.

Unit Test and Sentence Dictation. Proceed as usual.

1. The *harshness* of life in the *wilderness* gave little *opportunity* to loaf.
2. He has little *capacity* for work and no *facility* for making friends.
3. The horseless *carriage* run by *electricity* was once a great *curiosity*.
4. The *humidity* is usually high in this *vicinity*.
5. Her *vanity* has kept her from a happy *marriage*.

Answers

3. This kind . . . has
4. . . . do very well . . .
5. . . . could hardly . . .
   this kind of marriage . . .
6. . . . quite well.
7. . . . could hardly . . .

C.

1. heavy — ity
2. humere — "to be moist"
3. "a village"
   "dear, loved"
4. vanus — "empty, vain"

3. These kind of people have too much dignity and security to accept charity.
4. Men of his nationality do very good in overcoming the harshness of the wilderness.
5. The king couldn't hardly take advantage of his authority to force these kind of marriages upon his subjects.
6. He has the facilities to overcome the laws of gravity quite good.
7. The humidity was so high that we couldn't hardly rest in the carriage.

C * USE YOUR DICTIONARY * * * * * * * * * * *

1. The origin of *gravity* is a Latin word meaning __, plus the suffix __.
2. *Humidity* comes from the Latin word __, meaning __.
3. *Vicinity* is from a Latin word meaning __. *Charity* is from a Latin word meaning __.
4. *Vanity* is from the Latin word __, meaning __.

wilderness	humidity	curiosity
harshness	vicinity	nationality
cavity	authority	electricity
gravity	security	advantage
vanity	facility	carriage
dignity	capacity	marriage
charity	necessity	

AN INTERESTING WORD IS . . .

electricity, from Greek *elektron,* from *elektor,* or sun glare. The Greeks found balls of the hardened tree sap which we call *amber.* They called it *elektron,* thinking it was sunshine which had hardened when it struck water. They found that it became magnetic when rubbed. About 1600, Englishman Gilbert wrote about a strange power which he called *electricity,* naming it after the *elektron* which had produced static electricity for the Greeks.

Use a dictionary to help you write an interesting word story about *humidity.*

TESTING YOUR SPELLING

ABOUT OUR LANGUAGE

Although printing and the dictionaries have generally prevented much change in English spellings, people have tried from time to time to make our spelling simpler. Benjamin Franklin once devised a new alphabet with a letter for each sound, but it was never used.

Noah Webster, the famous dictionary writer, succeeded in changing some of the British spellings. He spelled the British *-our* endings with *-or,* as *color* instead of *colour.* He also reversed the *-re* endings to *-er,* as *theater* instead of *theatre.*

Several organizations were formed early in this century to reform our spelling, one supported by Andrew Carnegie until his death. These had different purposes.

One hoped to have a number of new spellings adopted. Another wanted to continue to use our twenty-six letter alphabet, but to change much of our spelling. A third wanted to introduce a new phonetic alphabet with one symbol for each sound. But people who have learned one set of spellings with our alphabet do not want to change.

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6. *Authority* is a *necessity* in a ruler.
7. He took *advantage* of the force of *gravity* to slide the logs downhill.
8. We have no *security* if we depend upon *charity.*
9. We filled the *cavity* with a large *quantity* of dirt.
10. Human *dignity* is more important than *nationality.*

Interesting Word Assignment. *Humidity* is from Latin *humere,* meaning to be damp, moist. Relative humidity is the ratio between the actual amount of water vapor in the air and the greatest amount the air could hold at the same temperature.

The pupils should be able to find information in writing their interesting word story. The weather house hygrometer, operated by catgut threads which grow shorter as the humidity increases and thus move the figures, will be familiar to pupils. The wet- and dry-bulb hygrometers, or psychrometers, are also common. There are also dewpoint, or condensing, hygrometers and chemical hygrometers.

UNIT 23 SILENT LETTERS



Many years ago our Anglo-Saxon ancestors came fairly close to spelling words the way they sounded. But spoken language changes, and since the invention of printing and the making of dictionaries, our spellings have not changed much. As a result, some of our words today have letters in them which were once sounded, but which are no longer sounded. We call them *silent* letters.

Some spelling errors occur because we fail to note silent letters. Silent letters often come in expected patterns. For example, the *b* is usually silent after *m* in the same syllable, as in *climb* and *thumb*. Find the examples in the list.

A final *n* is silent after *m*, as in *hymn*. Find examples in your list.

In most English words, the *gh*, once sounded, has become silent, as in *night, high, caught;* or the *gh* has changed to the "f" sound, as in *laugh, cough, rough*. Find examples in your list.

The *dg* usually spells the "soft g," or "j," sound in words like *judge*, so when *d* is followed by *g* or *j*, as in *adjust*, the *d* is silent. Find examples.

In *tch* words like *catch, watch, pitch*, the *t* is silent. Find examples. The *t* is also silent in words like *listen, castle, mortgage.*

When the *x* is pronounced "gz" (*exhort*) instead of "ks" (*six*), the *h* following it is silent. Find examples.

In certain letter combinations, the *l*, originally sounded, has become silent in words like *would, salmon, talk*. Find an example.

TEACHING SUGGESTIONS

Many of the silent-letter patterns in this unit have been given attention before. Pupils can profitably gain some understanding of the reasons for the difficulties and inconsistencies of English spelling. When they know only one language, it is difficult to understand clearly the problems involved in spelling forty-odd English sounds with twenty-six symbols. Pupils should learn that ideally there should be a precise correspondence of symbol and sound to write a language and that frozen spelling conventions can never keep pace with a changing oral language.

The *b* is usually silent after *m* in the same syllable, as indicated, but a sounded *b* is heard in many words between *m* and *l* or before *er,* as in *thimble* and *timber*. The final *n* is silent after *m;* however, it is usually sounded before a vowel in derivatives like *hymnology* and *solemnity,* but remains silent if a consonant follows. The statements in the text about *gh* suffice at this level. The behavior of *x* varies, for *x* spells six different sounds in English; the statement in the text is sufficient at this level. The *p* is silent in the common Greek derivatives. As stated, *g* is

Answers

1. dumb, bomb, tomb
2. slight, sought, wrought
3. solemn, condemn
4. adjourn, adjective
5. ridge
6. behalf
7. hatchet, latch
8. exhaust, exhibit
9. pneumonia
10. rheumatism
11. campaign
12. mortgage

(Original examples will vary.)

A.

1. exhibit
2. condemn
3. wrought
4. solemn
5. adjourn
6. exhaust
7. dumb
8. mortgage
9. sought
10. latch
11. tomb
12. hatchet
13. slight
14. campaign

The *p* is silent in many words we get from the Greeks, like *psalm*, as is the *h* after *r* in words like *rhinoceros*. Find examples.

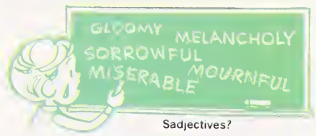
The *g* is silent before *m* or *n* in the same syllable, as in *sign*. Find an example.

LEARNING YOUR WORDS

Here is a sample word for each of several silent-letter patterns. Write the words from the list which fit each pattern. Then write other examples of these patterns. Number these other examples the same as the sample word.

1. lamb
2. fight
3. hymn
4. adjacent
5. fudge
6. calf
7. match
8. exhort
9. pneumatic
10. rhetoric
11. sign
12. listen

USING YOUR WORDS



Sadjectives?

A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻✻✻

Write the synonym from the list for each of the following words.

1. display
2. denounce
3. made
4. serious
5. close
6. deplete
7. speechless
8. pledge

MORE POWER TO YOU

straight foreign

Do not confuse *straight* with *strait* (a channel connecting two bodies of water). Notice that *foreign* is an exception to the "*i* before *e*" rule and has a silent *g*.

9. searched
10. lock
11. sepulcher
12. tomahawk
13. trivial
14. operations (military)

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻

The principal parts of verbs are the present tense, the past tense, and the past participle, which needs a "helping" verb like *has*, *had*, *is*, *was*, *were*, etc. Errors in usage are often made with irregular verbs. The principal parts of commonly used irregular verbs are:

see, saw, (have) seen
do, did, (have) done
go, went, (have) gone
come, came, (have) come

Write the following sentences, using the correct verb forms.

1. My brother has (*come, came*) home from the campaign with a slight case of rheumatism.
2. We (*seen, saw*) one solemn mourner at the tomb.
3. What has the doctor (*did, done*) on behalf of his exhausted pneumonia patient?
4. When we sought to adjourn the

silent before final *m* and *n* and remains so with inflectional endings, but with derivatives like *signal, benignity,* etc., the *g* is sounded.

Learning Your Words. If the pupils have understood the explanatory material, they should have no trouble in doing the exercise.

Using Your Words, A. No help is needed.

Using Your Words, B. If the pupils have not had much work with principal parts of verbs, the teacher should take as much time as necessary to be sure pupils understand the assignment. They should understand clearly what is meant by a helping verb.

Using Your Words, C. This work can be done independently. It focuses attention on a fundamental principle of phonetic spelling.

Unit Test and Sentence Dictation. Remind pupils to graph test scores and to record the words they misspelled.

1. Our *campaign* in *behalf* of our *foreign* friends *exhausted* us.
2. The *latch* was made of *wrought* iron.

meeting, we found everyone had (*went*, *gone*) home.

5. We were struck dumb when we (*seen*, *saw*) the amount due on the mortgage.

6. The condemned man had (*come*, *came*) to the exhibit.

7. We (*saw*, *seen*) that the bomb had fallen behind the ridge.

8. He has (*went*, *gone*) to the hospital with pneumonia.

dumb	wrought	exhibit
bomb	ridge	behalf
tomb	adjourn	pneumonia
solemn	adjective	rheumatism
condemn	latch	campaign
slight	hatchet	mortgage
sought	exhaust	

C *USE YOUR DICTIONARY *******

The dictionary does not give silent letters, of course, in phonetic spellings to show pronunciation. Show the pronunciations of these words as accurately as you can. Check your work in the Spelling Dictionary after you finish. Correct any errors.

1. tomb **2.** condemn
3. wrought **4.** ridge
5. hatchet **6.** exhaust
7. rheumatism **8.** campaign

TESTING YOUR SPELLING

AN INTERESTING WORD IS . . .

rheumatism, which has the *rh* spelling that shows the word came from Greek. Most words of Greek origin can be recognized by the spellings of Latin scribes. The *ph* pronounced *f* as in *photograph*, the *ch* pronounced *k* in *chorus*, *rh* as in *rheumatism*, and the *ps* pronounced *s* in *psychology* are signs that such words came into English from Greek.

Use a dictionary to help you write an interesting word story about *dumb*.

ABOUT OUR LANGUAGE

When Theodore Roosevelt was President, he became enthusiastic about simplified spelling. He ordered the government printers to use the new spellings.

A general howl of indignation arose, and Congress threatened to hold up the appropriation for printing. The newspapers poked fun at the project, and Roosevelt had to back down.

The champions of simplified spelling suggest that when we have a choice of spellings, we use the simpler form — *catalog* for *catalogue*, *gage* for *gauge*, *mold* for *mould*, *quartet* for *quartette*, *rime* for *rhyme*, *tho* for *though*, etc.

They want to omit silent letters — *anser* for *answer*, *frend* for *friend*, *hart* for *heart*, *scool* for *school*, *thru* for *through*, *yu* for *you*, etc. They also suggest *aker* for *acre*, *enuf* for *enough*, *wize* for *wise*, and many others. Only a few of these spellings have come into general use.

Answers

B.

1. . . . has come . . .
2. We saw . . .
3. . . . has the doctor done . . .
4. . . . had gone . . .
5. . . . we saw . . .
6. . . . had come . . .
7. We saw . . .
8. He has gone . . .

C.

1. tüm
2. kən dem′
3. rôt
4. rij
5. hach′it
6. eg zôst′
7. rü′ mə tiz əm
8. kam pān′

3. The doctors *sought* the cause of his *rheumatism*.
4. Our friend has recovered from *pneumonia*.
5. He was struck *dumb* when he heard that the house was *condemned*.
6. We stood *straight* and *solemn* before the *tomb*.
7. Our chances of paying off the *mortgage* are *slight*.
8. We *adjourned* our meeting and went to see the *exhibit* of *bombs*.
9. He lost his *hatchet* among the trees on the *ridge*.
10. *Adjectives,* prepositions, and conjunctions are parts of speech.

Interesting Word Assignment. *Dumb* originally meant without the power of speech. The word still has this meaning. In colloquial speech, *dumb* has come to mean dull, stupid. The Germans in Pennsylvania probably helped popularize this meaning by their use of *dumm,* which means stupid. *Dumbbell* is slang for a stupid person.

Answers

2. (a) executive
   (b) legislative
   (c) expensive
   (d) extensive
3. (a) musical
   (b) economical
   (c) additional
   (d) educational
   (e) commercial
   (f) industrial
   (g) mineral
   (h) approval
   (i) initial
   (j) political
   (k) annual
   (l) federal
   (m) chemical
   (n) essential
4. (a) assistant
   (b) brilliant
   (c) confident
   (d) prominent
   (e) independent
   (f) magnificent
5. (a) miserable
   (b) studious
   (c) prosperous
   (d) comfortable
   (e) courteous
   (f) religious
   (g) considerable
   (h) delicious



UNIT 24 REVIEW

19	20	21	22	23
annual	executive	capable	wilderness	dumb
manual	expensive	available	harshness	bomb
musical	intensive	miserable	cavity	tomb
mineral	extensive	comfortable	gravity	solemn
initial	legislative	considerable	vanity	condemn
federal	primitive	invisible	dignity	slight
approval	superlative	porous	charity	sought
potential	confident	generous	humidity	wrought
chemical	accident	studious	vicinity	ridge
political	assistant	courteous	authority	adjourn
essential	brilliant	delicious	security	adjective
industrial	prominent	enormous	facility	latch
individual	antecedent	marvelous	capacity	hatchet
fundamental	independent	precious	necessity	exhaust
commercial	magnificent	previous	curiosity	exhibit
additional	transparent	prosperous	nationality	behalf
educational	luxury	religious	electricity	pneumonia
economical	machinery	unconscious	advantage	rheumatism
artificial	anniversary	tremendous	carriage	campaign
international	satisfactory	ridiculous	marriage	mortgage

REVIEWING SPELLINGS

1. This review unit includes the words you have studied in Units 19–23. First study the words you misspelled on the tests on the five units. Then review all the words.

2. Make *-ive* adjectives from these words.

a. execute b. legislate
c. expense d. extension

3. Make nouns or adjectives with the *-al* suffix of these words. Check with the lists.

a. music b. economics
c. addition d. education
e. commerce f. industry
g. mine h. approve
i. initiate j. politics
k. annuity l. federation
m. chemistry n. essence

4. Make *-ant* or *-ent* nouns or adjectives from these words. Check with the lists.

a. assist b. brilliance

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TEACHING SUGGESTIONS

Each of the six review units in this book requires the pupils to review words misspelled on tests, to write many of the words from the five lists, and to review the meanings and pronunciations of the words.

Reviewing Spellings. Exercise 1. Pupils have recorded the words misspelled on the five preceding tests. Insist that they first give attention to these words, and then review all of the words in the five lists.

Exercise 2. The words to be written are *-ive* adjectives from the list for Unit 20.

Exercise 3. The nouns and adjectives to be written are from the list for Unit 19.

Exercise 4. The nouns and adjectives to be written are from the list for Unit 20.

c. confidence **d.** prominence

e. independence **f.** magnificence

5. Make *-able* or *-ous* adjectives from these words.

a. misery **b.** study

c. prosper **d.** comfort

e. courtesy **f.** religion

g. consider **h.** delicacy

i. ridicule **j.** pore

k. marvel **l.** enormity

m. avail **n.** generosity

6. Make nouns from Unit 22 of these words by using the *-ness*, *-ity*, and *-age* suffixes.

a. grave **b.** vain

c. facile **d.** electric

e. harsh **f.** humid

g. necessary **h.** carry

i. cave **j.** author

k. curious **l.** marry

m. secure **n.** national

o. wild **p.** advance

q. charitable **r.** dignify

7. The silent letters in the Unit 23 words follow common patterns. Write examples for each of these patterns.

a. *b* after *m* **b.** *d* before *g* or *j*

c. *n* after *m* **d.** *t* before *ch*

e. *p* before *n* **f.** *h* after *r*

g. *g* before *n* **h.** *t* before *g*

8. Interchange the first syllables and suffixes of these pairs of nonsense words to make words from Units 19 and 21.

a. manuable — capal

b. artificious — previal

c. fundamentious — precal

d. internationous — tremendal

e. individuible — invisal

9. Write the missing words for the sentence under each picture.



This is a __ man.



It must be an __.

REVIEWING MEANINGS

Which one of the three words has the same or nearly the same meaning as the first word?

1. *potential:* (**a**) mighty; (**b**) possible; (**c**) energetic

2. *facility:* (**a**) difficulty; (**b**) ease; (**c**) fast

3. *adjourn:* (**a**) to be next to; (**b**) to begin; (**c**) to stop proceedings for a time

4. *solemn:* (**a**) serious; (**b**) sad; (**c**) comforting

5. *intensive:* (**a**) tense; (**b**) thick; (**c**) thorough

6. *manual:* (**a**) done with the hands; (**b**) woodcraft; (**c**) machine made

7. *courteous:* (**a**) brave; (**b**) polite; (**c**) royal

8. *advantage:* (**a**) favorable condition; (**b**) before others; (**c**) moving

9. *industrial:* (**a**) having to do with business; (**b**) satisfying; (**c**) busy

10. *initial:* (**a**) last; (**b**) first; (**c**) middle

11. *available:* (**a**) useless; (**b**) usable; (**c**) independent

Answers

(i) ridiculous
(j) porous
(k) marvelous
(l) enormous
(m) available
(n) generous

6. (a) gravity
(b) vanity
(c) facility
(d) electricity
(e) harshness
(f) humidity
(g) necessity
(h) carriage
(i) cavity
(j) authority
(k) curiosity
(l) marriage
(m) security
(n) nationality
(o) wilderness
(p) advantage
(q) charity
(r) dignity

7. (a) dumb, tomb, bomb
(b) ridge, adjourn, adjective
(c) solemn, condemn
(d) latch, hatchet
(e) pneumonia
(f) rheumatism
(g) campaign

Exercise 5. Remind the pupils to check the spellings of the words with the word list for Unit 21.

Exercise 6. This exercise is similar to exercises 2, 3, 4, and 5. Pupils should check the spellings with the list for Unit 22.

Exercises 7, 8, 9. Pupils will need no help.

Reviewing Meanings. Use the exercise as a vocabulary test. Corrections can be made as a class exercise. Pupils may give reasons for their choices and rejections. Identify and give help to pupils who do poorly.

Reviewing Pronunciations. Use this exercise also as a test. Give some systematic review of diacritical marks to those pupils who perform poorly.

Answers

(h) mortgage
8. (a) manual, capable
   (b) artificial, previous
   (c) fundamental, precious
   (d) international, tremendous
   (e) individual, invisible
9. (a) primitive
   (b) anniversary

Reviewing Meanings

1. b	2. b	3. c
4. a	5. c	6. a
7. b	8. a	9. a
10. b	11. b	12. c
13. a	14. c	15. c
16. a	17. b	18. b
19. a	20. c	21. c
22. c	23. b	24. a
25. a	26. a	27. c
28. b	29. b	30. c

Reviewing Pronunciations

1. a	2. b	3. a
4. b	5. a	6. b
7. a	8. a	9. b
10. a	11. b	12. b
13. a	14. a	15. a
16. b	17. b	18. a
19. b	20. b	

12. *exhaust:* (**a**) to restrict; (**b**) to put forth; (**c**) to tire out

13. *porous:* (**a**) full of holes; (**b**) openings in the skin; (**c**) waterproof

14. *antecedent:* (**a**) at this time; (**b**) after this time; (**c**) going before in time

15. *condemn:* (**a**) to approve; (**b**) to pity; (**c**) to pronounce guilty

16. *extensive:* (**a**) wide; (**b**) related; (**c**) limited

17. *essential:* (**a**) useless; (**b**) necessary; (**c**) moral

18. *wrought:* (**a**) incorrect; (**b**) formed; (**c**) angry

19. *vicinity:* (**a**) neighborhood; (**b**) wickedness; (**c**) changes

20. *capable:* (**a**) unfit; (**b**) handy; (**c**) competent

21. *primitive:* (**a**) elaborate; (**b**) shy; (**c**) very simple

22. *fundamental:* (**a**) religious; (**b**) practical; (**c**) basic

23. *superlative:* (**a**) miraculous; (**b**) supreme; (**c**) unnecessary

24. *considerable:* (**a**) important; (**b**) careful; (**c**) worthless

25. *prominent:* (**a**) conspicuous; (**b**) attracting little attention; (**c**) dangerous

26. *annual:* (**a**) yearly; (**b**) monthly; (**c**) twice a year

27. *exhibit:* (**a**) to hide; (**b**) to enliven; (**c**) to display

28. *prosperous:* (**a**) expectant; (**b**) successful; (**c**) finished

29. *confident:* (**a**) secret; (**b**) certain; (**c**) discouraged

30. *economical:* (**a**) stingy; (**b**) wasteful; (**c**) thrifty

REVIEWING PRONUNCIATIONS

Which is the correct dictionary pronunciation for each of these words?

1. *executive:* (**a**) eg zek′ū tiv; (**b**) eg zē kū′tiv

2. *mortgage:* (**a**) môr gāj′; (**b**) môr′gij

3. *adjourn:* (**a**) ə jėrn′; (**b**) ad jėrn′

4. *brilliant:* (**a**) bril′i ənt; (**b**) bril′yənt

5. *tomb:* (**a**) tüm; (**b**) tōm

6. *electricity:* (**a**) ē lek tris′ə ti; (**b**) i lek′tris′ə ti

7. *courteous:* (**a**) kėr′ti əs; (**b**) kôr′ti əs

8. *annual:* (**a**) an′ū əl; (**b**) an′yəl

9. *anniversary:* (**a**) an′ə vėrs′ri; (**b**) an′ə vėr′sə ri

10. *ridiculous:* (**a**) ri dik′ū ləs; (**b**) ri dik′ləs

11. *previous:* (**a**) prēv′yəs; (**b**) prē′vi əs

12. *delicious:* (**a**) di lish′i əs; (**b**) di lish′əs

13. *luxury:* (**a**) luk′shə ri; (**b**) luk′sėr i

14. *exhibit:* (**a**) eg zib′it; (**b**) eks hib′it

15. *educational:* (**a**) ed′jə kā′shən əl; (**b**) ej ù kā′shən əl

16. *manual:* (**a**) man′yəl; (**b**) man′ū əl

17. *tremendous:* (**a**) tri men′jus; (**b**) tri men′dəs

18. *machinery:* (**a**) mə shēn′ər i; (**b**) mə chēn′ər i

19. *comfortable:* (**a**) kumf′tā bəl; (**b**) kum′fər tə bəl

20. *adjective:* (**a**) aj′ə tiv; (**b**) aj′ik tiv

hat, āge, cāre, fär; let, ēqual, tėrm; it, īce; hot, ōpen, ôrder; oil, out; cup, půt, rüle, ūse; ch, child; ng, long; th, thin; ŦH, then; zh, measure; ə represents *a* in about, *e* in taken, *i* in pencil, *o* in lemon, *u* in circus.

WRITING YOUR WORDS

Review Test. If 20 words are to be used as a final test, the following list of words is suggested.

Suggested Words for Test

1. artificial	8. legislative	15. electricity
2. commercial	9. invisible	16. marriage
3. initial	10. courteous	17. mortgage
4. political	11. delicious	18. rheumatism
5. antecedent	12. unconscious	19. campaign
6. anniversary	13. vicinity	20. pneumonia
7. satisfactory	14. capacity	

The record chart which pupils have been keeping will by now present a significant profile of each pupil's achievement in spelling, as measured by the weekly tests. Talk over with the pupils what these charts show. Point out that the spelling power developed during study of the weekly units should be reflected in the graph. For pupils whose progress has been unsatisfactory, suggest frequent reviews of the generalizations.

UNIT 25 WORDS SOMETIMES CONFUSED



petals?
pedals?



diary?
dairy?



statute?
statue?

salary?
celery?



haunted?
hunted?



on vocation?
on vocation?

diary *patent*
peasant *device*
vocation *convey*
cartoon *wither*
celery *burst*
ether *profit*
formerly *haunted*
further *access*
petals *compliment*
statue *impassable*

Because many words look like other words, we sometimes confuse them in spelling. For example, *dairy* and *diary* have completely different meanings, and one is spelled *ai;* the other, *ia.* A *peasant* is a farmer of the working class in Europe. What is a *pheasant? Vocation* looks like *vacation.* What is a *vocation?* An *avocation?* How does a *cartoon* differ from a *carton?* Are workers paid a *celery* or a *salary?*

What is the difference in the pronunciations of *either* and *ether?* What is the difference in meaning? Has *former* anything to do with *farmer?* What is meant by *formally?* By *formerly?* When do you use *further* and when *farther?*

Explain the uses of *wither, whither, weather, whether.* Are *bust* and *burst* the same? Can a *profit* foretell what will happen? Do businessmen like to make *prophets?* When are houses *haunted? Hunted?* Do *impossible* roads make travel *impassable,* or is it the other way around? Is a *compliment* the same as a *complement?*

You can find the answers if you have *access*—or is it *excess?*—to a dictionary.

LEARNING YOUR WORDS

Write the words which fit the blanks.

1. It is so dry that all of the flowers will ____ and their ____ will turn brown.

2. She writes in her ____ every day of her life.

Answers
1. wither; petals
2. diary

TEACHING SUGGESTIONS

A considerable number of spelling errors apparently occur because of confusions of similar words. Use the explanatory material with the pupils in group discussion in order to clarify any difficulties. When attention is focused upon such word pairs, it is convenient to devise mnemonic cues to help remember the spellings of the words.

Pupils may volunteer other word pairs which seem to confuse them. Remind them of others, like *accept-except, affect-effect, altogether-all together, altar-alter, capitol-capital, emigrant-immigrant, later-latter, lose-loose, recipe-receipt, suit-suite,* etc.

Note that *either* violates the "*i* before *e*" rule with which the pupils are familiar. *Either* and *ether* are often used as key words to illustrate the difference between voiced and unvoiced *th.* Be sure the pupils understand that *farther* is applied to distance or space and that *further* is applied to extent or degree. *Statue* is sometimes

Answers

3. device
4. profit; patent
5. access; haunted
6. convey; compliments
7. cartoons; vocation
8. peasants; celery
9. formerly
10. statue; burst
11. ether
12. impassable
13. further

A.

1. b	2. b
3. b	4. b
5. a	6. a
7. b	8. a
9. a	10. b

3. Whitney invented a ____ to help cotton growers.

4. He made a ____ by selling the ____ on his invention.

5. The police refused us ____ to the old ____ house.

6. Please ____ to your family our ____.

7. He made the drawing of ____ his ____ in life.

8. The ____ of France raised ____ which they sold at the market.

9. He was ____ mayor of our city, but he resigned.

10. The ____ fell from the pedestal and ____ into pieces.

11. The newly designed rocket was shot up into the ____.

12. The roads were ____ after the rain.

13. We have no ____ information about the accident.

USING YOUR WORDS



A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻✻

In each of the following, which phrase best completes the statement?

1. If you were involved in a *vocation*, you would probably be (**a**) away on a pleasure trip; (**b**) working at a trade, business, or profession.

humor humorist humorous

This group of words is usually misspelled by substituting *e* for the *o* before *r*. Vowels before *r* are hard to hear and should be noted carefully in all spellings.

2. A *cartoon* would be useful (**a**) to store things in; (**b**) to interest or amuse people.

3. Most people want *celery* to (**a**) pay for their regular work; (**b**) give flavor to their food.

4. To get a *patent*, you would probably go to (**a**) a hospital; (**b**) a government office.

5. A *petal* is a part of (**a**) a blossom; (**b**) a bicycle.

6. If you saw a *peasant*, you would probably be (**a**) in a rural section of Europe; (**b**) in the country hunting game birds.

7. If Janet kept a *diary*, she would (**a**) store milk in it; (**b**) write in it.

8. A *profit* would help to (**a**) carry on a business; (**b**) predict the future.

9. A *statue* would probably (**a**) preserve the memory of a hero; (**b**) formally establish a rule.

10. A person who *compliments* his friends (**a**) supplies a deficiency; (**b**) says something good about them.

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻

In Unit 23 you reviewed the principal parts of the irregular verbs *see*, *do*, *go*, and

confused with *stature*, as well as with *statute*.

Learning Your Words. The exercises require the pupil to write the words in the list, not those with which they are often confused. To supplement these, the teacher may ask pupils to give orally sentences using the other words.

Using Your Words, A. This is a variation of the usual vocabulary work. The answers may be discussed.

Using Your Words, B. The exercises involve the principal parts of six more irregular verbs. Review the principal parts of *see, do, go, come* and of these verbs. Again review the use of helping verbs. Spelling words from the list are used in the sentences.

Using Your Words, C. The exercises focus attention upon precise pronunciations of these confusing parts.

Unit Test and Sentence Dictation. Follow the usual procedures. The dictation sentences include the words and the review words.

1. There is a good deal of *humor* in her *diary*.
2. He made a *vocation* of drawing *humorous cartoons*.

come. The principal parts of some other commonly used irregular verbs are:

run, ran, (have) run
grow, grew, (have) grown
burst, burst, (have) burst
eat, ate, (have) eaten
begin, began, (have) begun
speak, spoke, (have) spoken

Write the following sentences, using the correct verb forms.

1. After the peasants had (*grew, grown*) their celery, they sold it at a good profit.

2. The petals (*burst, bursted*) into bloom yesterday, but they have withered already.

3. When we had (*ate, eaten*), we conveyed our compliments to our host, whose vocation was serving good food.

4. The inventor had often (*spoke, spoken*) about getting a patent for his device to compress ether.

5. He had (*began, begun*) his work of polishing the marble statue.

C ✻ USE YOUR DICTIONARY ✻✻✻✻✻✻✻✻

Write the word that belongs in each sentence. Then write the correct pronunciation for this word.

1. Heavy mud made the road ___. (im-pas'ə bəl, im pos'ə bəl)

2. Teaching is his ___. (vā kā'shən, vō-kā'shən)

diary	further	burst
peasant	petals	profit
vocation	statue	haunted
cartoon	patent	access
celery	device	compliment
ether	convey	impassable
formerly	wither	

3. He drew a ___ of the president. (kär'tən, kär tün')

4. Our country wants to ___ the cause of peace. (fėr'ŦHər, fär'ŦHər)

5. Reverend Adams was ___ the pastor of our church. (fôr'mər li, fôr'məl i)

TESTING YOUR SPELLING

AN INTERESTING WORD IS . . .

patent, from Latin *patere*, meaning "to be open." In 1790 Congress made provision for granting patents to inventors. The first patent went to Samuel Hopkins of Vermont for a new way to treat wood ashes to make lye for soap. An inventor granted a patent has the sole right to make and market his invention for seventeen years.

Use a dictionary to help you write an interesting word story about *burst*.

ABOUT OUR LANGUAGE

Many of our English words are so much alike that we often confuse them. Dictionaries, for all of their failings, can be very useful to us in avoiding this kind of mistake.

What are the uses of *all ready* and *already*? Do you know the difference between *principal* and *principle*? Are there different uses for *hanged* and *hung*? When do we use *farther* and when *further*? Is a *capital* or a *capitol* a building? Is a *continual* noise the same as a *continuous* noise?

If you cannot answer these questions, should you be *censured* or *censored*?

Answers

B.

1. . . . had grown . . .
2. . . . burst . . .
3. . . . had eaten . . .
4. . . . had often spoken . . .
5. . . . had begun . . .

C.

1. impassable
   im pas'ə bəl
2. vocation
   vō kā'shən
3. cartoon
   kär tün'
4. further
   fėr'ŦHer
5. formerly
   fôr'mər li

3. The *celery* leaves and flower *petals* were dry and *withered*.

4. These roads were *formerly impassable*.

5. The poor *peasants* could make no *profits* on their crops.

6. The *statue* fell to the floor and *burst* into pieces.

7. *Convey* our *compliments* to the inventor who has a *patent* on this clever *device*.

8. We had no *access* to the *haunted* house.

9. The *humorist* made no *further* effort to amuse us.

10. The doctor rarely uses *ether* in his operations.

Interesting Word Assignment. Pupils may be led into writing an interesting word story like this one if the use of the word is discussed in class.

Burst is from the Anglo-Saxon. It is commonly misused. The three principal verb parts, the present, past, and past participle, are *burst, burst,* and (*have*) *burst*. There is no word *bursted*. *Bust* should not be used for *burst*. *Bust* is American slang meaning to make bankrupt; to break or tame a bronco; to hit.

Power Vocabulary

birth
crews
cords
mail
coral
lone
bales
born
serf
alter
peeled
fowl
core
serial
hanger
air
canvass
wears
shears
meddle
shear
peel
mail

Answers

1. peal, birth, heir
2. crews, cords, canvas
3. mail, hangar
4. surf, coral
5. chords, altar

UNIT 26 HOMONYMS

cereal	*male*
chords	*bail*
medal	*foul*
loan	*berth*
cruise	*canvas*
corps	*sheer*
heir	*hangar*
peal	*altar*
choral	*surf*
wares	*borne*



A homonym of a word has the same pronunciation but is different in origin, meaning, and spelling. Many of our spelling errors are made with homonyms, often with those which are frequently used, like *too-to-two*, *their-there*, and *it's-its*.

The words in your list all have homonyms. If you are not sure of the meanings of all of the forty words, check them in a dictionary. The homonym pairs are *cereal-serial*, *chords-cords*, *medal-meddle*, *loan-lone*, *cruise-crews*, *corps-core*, *heir-air*, *peal-peel*, *choral-coral*, *wares-wears*, *male-mail*, *bail-bale*, *foul-fowl*, *berth-birth*, *canvas-canvass*, *sheer-shear*, *hangar-hanger*, *altar-alter*, *surf-serf*, *borne-born*.

When your teacher pronounces the words in your list, write both words.

LEARNING YOUR WORDS

For each sentence write the correct choice for each pair of words in parentheses.

1. The (*peal*, *peel*) of the bells announced the (*birth*, *berth*) of an (*air*, *heir*).

2. The ships' (*crews*, *cruise*) pulled the (*chords*, *cords*) and raised the (*canvas*, *canvass*) sails.

3. The (*male*, *mail*) plane rolled out of the (*hanger*, *hangar*).

4. The (*surf*, *serf*) pounded the (*choral*, *coral*) island.

5. The organist sounded a few (*chords*, *cords*) as they came to the (*altar*, *alter*).

TEACHING SUGGESTIONS

Homonyms are introduced in the second- and third-grade texts, and the text for each grade thereafter has at least one full unit devoted to this common source of spelling mistakes. Too much emphasis cannot be given to this topic.

In each of these units the homonyms are presented in pairs, which is undoubtedly the best way to eliminate confusions. The text therefore shows the homonym pairs. When the words are presented, it is suggested that the pupils be required to write both. The words in the review section are also homonym pairs. Discuss their use.

The bare elements of the well-known myth are given in the interesting word story. Discuss the story. Pupils may supplement it with information from the encyclopedia.

Learning Your Words. Here the pupils must choose the correct homonyms to write for the sentences. This procedure puts emphasis on knowing the meaning of each of the 40 words and using each correctly.

Using Your Words, A. This work is an additional check on the pupil's knowledge of the homonym meanings. Unless these meanings are

6. One (*lone, loan*) soldier was awarded a (*medal, meddle*) before the entire (*core, corps*).

7. There were many (*male, mail*) voices in the (*choral, coral*) group.

8. The merchants packed their (*wares, wears*) in (*bails, bales*) and prepared for a long (*crews, cruise*).

9. Long ago a man (*born, borne*) a (*surf, serf*) could not (*altar, alter*) his state.

10. He was (*borne, born*) to prison for his (*foul, fowl*) crime, and (*bail, bale*) was set.

11. The apple was (*pealed, peeled*) and the (*corps, core*) was thrown to the (*foul, fowl*) in the barnyard.

12. The radio (*serial, cereal*) was sponsored by a breakfast (*serial, cereal*) company.

13. She hung a pair of (*sheer, shear*) silk stockings on a (*hanger, hangar*) to dry in the warm (*heir, air*).

14. We made a (*canvas, canvass*) of our friends to secure a (*lone, loan*).

15. She (*wears, wares*) a pair of (*sheers, shears*) at her waist.

16. The conductor refused to (*medal, meddle*) in their quarrel about the lower (*birth, berth*) on the train.

USING YOUR WORDS



Heir borne?

MORE POWER TO YOU!

hole whole seen scene

The homonyms are a common source of spelling errors. *Whole* means "full, complete, undivided, healthy." *Scene* means "a view."

A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻✻

Write the word for each meaning. Be sure to choose the right homonym.

1. Cut off
2. Dirty; filthy
3. Carried
4. Single; solitary
5. Masculine
6. Articles of merchandise
7. Loud, long sound
8. Grain used as food
9. Make different
10. Shed for aircraft
11. Any bird
12. Harmonious musical notes
13. One who inherits
14. Rind or outer covering of fruit
15. Something lent
16. Letters, etc., sent by post

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻

When you proofread for errors, you must develop the habit of looking at each word carefully. The following paragraph has no punctuation and has many errors in the use of homonyms, both from your list and others which you should be able to find. Write the paragraph in sentences on a piece of paper, supplying capital

Answers

6. lone, medal, corps
7. male, choral
8. wares, bales, cruise
9. born, serf, alter
10. borne, foul, bail
11. peeled, core, fowl
12. serial, cereal
13. sheer, hanger, air
14. canvass, loan
15. wears, shears
16. meddle, berth

A.

1. shear
2. foul
3. borne
4. lone
5. male
6. wares
7. peal
8. cereal
9. alter
10. hangar
11. fowl
12. chords
13. heir
14. peel
15. loan
16. mail

well known, errors are bound to occur.

Using Your Words, B. Proofreading is a badly neglected skill, and children should be given more opportunity to practice it systematically. Pupils should be given enough time to do this exercise carefully, and the teacher will find it useful to devise similar exercises for use whenever possible. Words from the list are used here in rewriting the paragraph.

Using Your Words, C. This is the usual dictionary work on word origins. Pupils should check with the Spelling Dictionary.

Unit Test and Sentence Dictation. Follow the usual procedures. Obviously the teacher will have to give a meaning for each word dictated for the test or use it in context. Occasionally pupils may be asked to write the homonym as well as the word dictated. The dictation sentences include the listed words and the review words.

1. The organist played several *chords* and the *male choral* group began to sing.

2. We *bailed* out our boat and were *borne* to shore on the *surf*.

3. The *altar* cloth was made of *sheer* silk.

Answers

B.

. . . heir to . . . yacht, we . . . loan . . . for a cruise. The . . . borne . . . surf. We . . . too . . . canvas for the foul weather . . . male on board had to be . . . berth to bail . . . earn a medal. The peal . . . sheer cliffs. We . . . see . . . huge . . . altar. We heard the chords . . . choral . . . hymns. A corps . . . plane hangar. Farmers . . . their wares to market.

C.

1. medal
2. canvas
3. hangar
4. cruise

letters, commas, and periods. Correct all homonym errors. Use your best handwriting.

When one of our classmates fell air too a slightly used yacht, we talked him into a lone of the vessel four a crews the boat was born high on the rolling serf we had on two much canvass four the fowl whether and soon every mail on bored had too bee routed out of his birth to bale as if he were trying to urn a meddle the peel of the lighthouse bells guided us into a sheltered cove high on the shear cliffs we could sea a church with a hugh outdoor alter we herd the cords of an organ and the voices of a coral group singing hims a core of engineers was at work on a plain hanger farmers were bringing there wears two market

C * USE YOUR DICTIONARY * * * * * * * * * * *

1. This word is from the French, who got it from the Italian, who got it from the Romans, and it originally meant "metal."

2. This word came from the Latin word *cannabis,* meaning "hemp."

3. This word came from the French, who could not have got it from Latin because the Romans had no planes.

4. This word came from the Danes, to whom it meant "to zigzag." The Danes got it from the Romans, to whom it meant "cross."

cereal	peal	canvas
chords	choral	sheer
medal	wares	hangar
loan	male	altar
cruise	bail	surf
corps	foul	borne
heir	berth	

TESTING YOUR SPELLING



AN INTERESTING WORD IS . . .

cereal, which comes from the name of the Roman goddess of agriculture, Ceres, daughter of Saturn. Pluto, god of the regions beneath the earth, carried off Ceres' daughter, Proserpina. While Ceres sought her, no grain grew. Jupiter finally arranged that Proserpina would spend six months of each year with her mother; the rest with Pluto. And so, during part of the year, the grain grows. During the rest of the year, Ceres is sad, and there is no grain.

Use a dictionary to help you write an interesting word story about *corps.*

ABOUT OUR LANGUAGE

People often quarrel about the pronunciations of certain English words. Dictionaries sometimes list two or more pronunciations which are considered in good usage. Usually the preferred pronunciation is listed first.

Do you say *ab'domen* or *abdo'men?* Is that skin disease *ec'zema* or *ecze'ma?* Is it *hos'pitable* or *hospit'able? Incogni'to* or *incog'nito? Ro'deo* or *rode'o? Vehic'le* or *ve'hicle?*

For *route,* do you say "rüt" or "rout"? Do *Ital'ians* or *I'talians* ride in *gondo'las* or *gon'dolas?*

4. The men of the air *corps* were *seen* pushing the plane into the *hangar.*

5. The wind hit our *canvas* sails and we were off on our *cruise* in *foul* weather.

6. We eat *whole*-wheat *cereal,* the kind with *holes* in it.

7. The merchant needed a *loan* to buy more *wares* to sell.

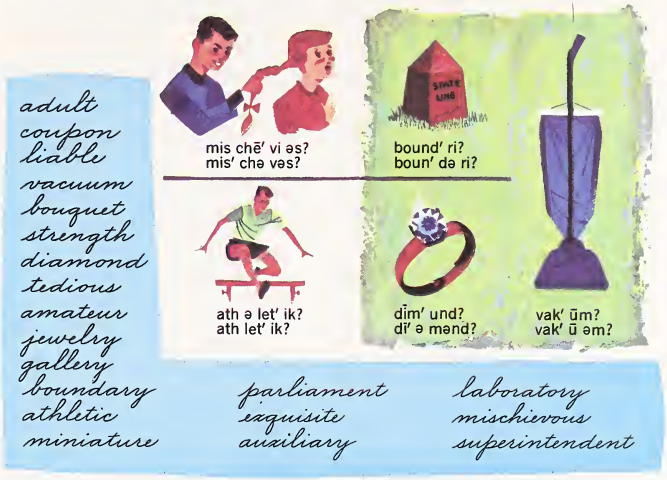
8. The *peal* of bells announced an *heir* to the throne.

9. He looked out on the passing *scene* from his *berth* on the train.

10. *Medals* were awarded to our heroes in a general meeting.

Interesting Word Assignment. *Corps* (singular kôr, plural kôrz) is French, from L. *corpus,* meaning body. A *corps* is a *corpse* (in any sense), the former being an earlier spelling. *Corps* is an organized military subdivision. In any army a corps comprises two divisions and auxiliary troops. In some European countries, a corps is a student social society with a rigid code of honor. The Latin *corpus* is sometimes used, often humorously.

UNIT 27 WORDS OFTEN MISPRONOUNCED



Some spelling errors are made because words are not correctly pronounced. When we carelessly omit or insert a syllable, we are likely to misspell accordingly. The words in your list are often mispronounced. Study this table of pronunciations. Which of the two pronunciations for each word is correct?

1.	mis chē′vi əs	mis′chə vəs
2.	boun′də ri	bound′ri
3.	ath let′ik	ath ə let′ik
4.	gal′ri	gal′ər i
5.	min′it chōōr	min′i ə chər
6.	vak′ū əm	vak′ūm
7.	lī′bəl	lī′ə bəl
8.	pär′lə mənt	pär′lim ent
9.	kü′pon	kū′pong
10.	lab′ə rə tô′ri	lab′rə tô′ri
11.	bō ket′	bō kā′
12.	eks′kwi zit	eks kwiz′ut
13.	ad′ əlt	ə dult′
14.	ôg zil′yə ri	ôks il′i ėr i
15.	strength	strenth
16.	tē′jus	tē′di əs
17.	dī′ə mənd	dīm′und
18.	jōōl′rē	jü′əl ri
19.	am et ū′ėr	am′ə chər
20.	sü′pər in ten′dənt	sü′pėrn ten′dən

Power Vocabulary

amateurish
amateurism

Answers

(The pupils should select the first pronunciation for 2, 3, 6, 8, 9, 10, 12, 14, 15, 17, and 20. They should select the second pronunciation for the others.)

TEACHING SUGGESTIONS

Teachers who have habituated certain word pronunciations and who teach these pronunciations to pupils are often annoyed at the liberality of some of the newer dictionaries, which sanction several pronunciations. Nor do the dictionaries always agree. For example, teachers who cringe when they hear a word like *exquisite* stressed on the second syllable find that one dictionary concedes that the second syllable may be stressed "occasionally, by way of emphasis," and another sanctions either pronunciation.

Spelling errors are often caused by slovenly pronunciation, such as "lī′ bəl" for "lī ə bəl," "strenth" for "strength," "dī′ mund" for "dī ə-mənd," "gal′ ri" for "gal ər i," "bound′ ri" for "boun′ də ri," "ath el et′ ik" for "ath let′ ik," "mis chē′ vē us" for "mis′ chə vəs," etc.

Many adults have habituated spelling pronunciations of certain words; i.e., they pronounce words as they are spelled, rather than as the dictionaries show the pronunciations. Teachers, especially English teachers, often pronounce words so meticulously in an effort to speak clearly and precisely that they distort pronunciations.

Answers

1. a/dult; ath/let/ic
   ex/qui/site
2. boun/da/ry; gal/ler/y
   jew/el/ry; aux/il/ia/ry
3. bouquet; coupon
4. aux/il/ia/ry
   min/i/a/ture
5. su/per/in/ten/dent
   lab/or/a/to/ry
6. vacuum
7. amateur
   amateurish
   amateurism
   strength
8. tedious; mischievous
9. liable; diamond;
   miniature; parliament;
   auxiliary

A.

1. mischievous
2. tedious
3. liable
4. exquisite
5. auxiliary
6. miniature
7. gallery
8. vacuum
9. amateur
10. adult
11. boundary
12. bouquet

LEARNING YOUR WORDS

1. Write *adult*, *athletic*, and *exquisite*. Draw lines between the syllables.

2. Write *boundary*, *gallery*, *jewelry*, and *auxiliary*. Draw lines between the syllables.

3. Write the word in which *ou* spells the "ō" or the "ü" sound; the word in which *ou* spells the "u̇" or the "ū" sound.

4. Write the words which have four syllables. Draw lines between the syllables.

5. Write the words which have five syllables. Draw lines between the syllables.

6. Write the word which has two *u*'s together.

7. Write *amateur*. Write it with the *-ish* suffix. Write it with the *-ism* suffix. Write the one-syllable word.

8. Write the words with the *-ous* suffix.

9. Write the words in which the *ia* occurs. Underline the one in which the *ia* spells one separate syllable.

USING YOUR WORDS



A * KNOW YOUR MEANINGS *********

Write the words from the list which mean the same or almost the same as these words.

MORE POWER TO YOU!

governor incidentally

These words are sometimes misspelled because they are incorrectly pronounced. Pronounce the word "guv'ər nər," noting the second syllable particularly. Pronounce the word "in'sə den'təl i," noting the fourth syllable.

1. prankish
2. tiresome
3. responsible
4. lovely
5. helping
6. tiny
7. balcony
8. void
9. non-professional
10. mature
11. limit
12. bunch (of flowers)

B * LIFT YOUR LANGUAGE *********

This exercise may also lift your language, but it ought to raise your sense of humor.

Using your spelling list, fill in the missing words for these cartoons.



1. She's admiring her ___.



2. Evidently a ___ member of ___.



3. This suitor has only a ___.



4. This marksman (?) is ___ to damage the shooting ___.

After the correct pronunciations have been established, give pupils some practice in learning them.

Discuss the interesting word story. Pupils may remember that words like *rouge* and *garage,* with *g* spelling the "zh" sound, come from the French; the *ch* spelling of the "sh" sound as in *machine* is also of French origin.

Learning Your Words. If the correct pronunciations have been established for all of the words, this work can be done independently.

Using Your Words, A. This is a variation of the usual vocabulary exercises and can be done independently.

Using Your Words, B. This exercise is used to relieve the monotony of the customary exercises.

Using Your Words, C. This exercise focuses attention upon the common mispronunciations of these words.

Unit Test and Sentence Dictation. Proceed as usual.

1. The *parliament* had to listen to a *tedious* speech from the *governor*.



5. To ___ this ___ must be a tedious job. 6. He may look ___, but he's definitely an ___. 7. This ___ has great ___. 8. Counting ___ is very ___.

C USE YOUR DICTIONARY

Test yourself on these pronunciation questions. Check your answers in the Spelling Dictionary.

1. Tell how many syllables there are in (**a**) *superintendent;* (**b**) *parliamentary;* (**c**) *auxiliary.*

2. Tell how many syllables there are in (**a**) *boundary;* (**b**) *diamond;* (**c**) *laboratory.*

adult	tedious	parliament
coupon	amateur	exquisite
liable	jewelry	auxiliary
vacuum	gallery	laboratory
bouquet	boundary	mischievous
strength	athletic	superintendent
diamond	miniature	

3. Tell on which syllable the accent falls in (**a**) *adult;* (**b**) *exquisite.*

TESTING YOUR SPELLING

AN INTERESTING WORD IS . . .

coupon, from the French *couper,* to cut. You can often guess whether English words have Latin or French origins by certain signs. The *c* spelling of the "k" sound and the *ou* spelling of the "ü" sound are two of these signs, both of which you see in *coupon.* A final silent *t,* as in *bouquet,* is another such sound.

Use a dictionary to help you write an interesting word story about *amateur.*

ABOUT OUR LANGUAGE

Many words have come to us from the Bible and from Greek and Roman mythology. The Bible describes Nimrod as a mighty hunter. Methuselah is said to have lived 969 years. Judas betrayed Christ to his enemies.

In the myths, Adonis was a beautiful youth loved by a goddess. Venus was the Roman goddess of beauty.

During World War II Major Vidkun Quisling, head of the Norwegian Nazi party, became head of the Nazi government in Norway.

What would you call one who betrays his own people and helps the enemy? What would you call one who betrays his friend and leader? What could you call an unusually old man? A great hunter? A handsome young man? A lovely woman?

Answers

B.

1. diamond jewelry
2. mischievous parliament
3. miniature bouquet
4. liable; gallery
5. vacuum; laboratory
6. athletic; amateur
7. adult; strength
8. coupons; tedious

C.

1. (a) 5
   (b) 5
   (c) 4
2. (a) 3
   (b) 3
   (c) 5
3. (a) 2nd or 1st
   (b) 1st or 2nd

2. Our *auxiliary* forces are likely to be stopped at the *boundary* line.

3. Our *superintendent's* wife was given some *jewelry* and an *exquisite bouquet* of roses.

4. They are making a *miniature vacuum* tube in the *laboratory.*

5. As an *amateur* he won a *diamond* belt for his *athletic* ability and *strength.*

6. The *mischievous* boys in the *gallery* shouted at passing *adults.*

7. He is *liable* for his back taxes.

8. I sent a *coupon* and, *incidentally,* won a prize.

Interesting Word Assignment. For *amateur,* pupils may develop a paragraph like this one: *Amateur* comes from the Latin *amator,* meaning lover. In sports, an *amateur* is one who plays because of his love for the sport, not for pay, as does a professional. *Amateur* is still sometimes used to describe one who has no particular skill.

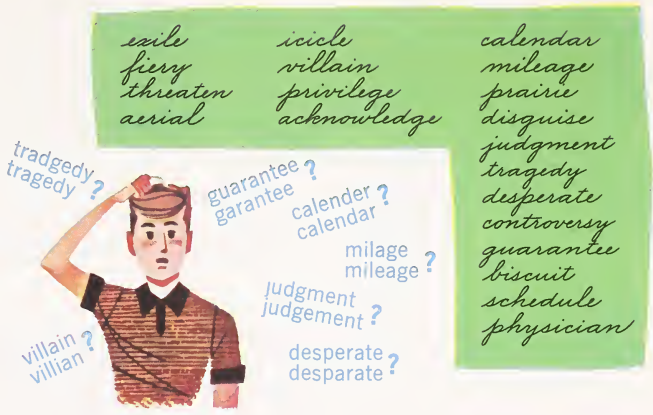
Power Vocabulary

desperation
desperately

Answers

1. villain
2. privilege
3. acknowledge
4. calendar
5. icicle
6. mileage
7. prairie
8. disguise
9. judgment
10. aerial
11. desperate
12. tragedy
13. controversy
14. guarantee
15. fiery
16. biscuit
17. exile
18. schedule
19. physician
20. threaten

UNIT 28 TRICKY SPELLINGS



Many words are not spelled as we expect them to be spelled. We can better learn these spellings if we note how the spelling is unexpected. Notice that *acknowledge* is spelled with *dg*, but that *privilege* and *tragedy* do not have a *d* before the *g*.

Vowels before *r* are hard to hear, and the sounds are spelled in many ways. The usual errors in words like *calendar*, *prairie*, *aerial*, *desperate*, and *guarantee* occur with the vowels before the *r*. Note the vowel spellings before *r* in each of these words.

When we add a suffix beginning with a vowel to a word ending in silent *e*, we usually drop the *e*. Why is *mileage* often misspelled? When we add a suffix beginning with a consonant, we usually retain the *e*. Why is *judgment* often misspelled?

The "i" and "i" sounds are not often spelled *ui*, but they are spelled that way in *disguise* and *biscuit*. Some words like *icicle* have an unusual combination of letters and are misspelled because they are unlike other words. The *x* usually spells the "ks" sounds. Why is *exile* sometimes misspelled? The "si" sound at the end of a word is usually spelled *-cy*. What letter must you remember in *controversy*?

The *ai* is often confused with *ia* in spelling words like *villain*. Why is *threaten* an unexpected spelling? Also *physician*? Spell *fire*. What is unexpected about the spelling of *fiery*? Of *schedule*?

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TEACHING SUGGESTIONS

Teachers are familiar with the contention that English spelling is so irregular that the teaching of phonetic and structural generalizations is of relatively little value. This contention is demonstrably untenable, as is shown in the introductory pages of this Teacher's Edition.

When pupils have acquired a body of phonetic and structural generalizations, they can readily note the deviation from expected spellings in words like those in this unit. Thus, far from making training in phonetic and structural principles useless, the relatively small percentage of irregularly spelled words shows the usefulness of the training. Pupils who have acquired basic phonetic and structural generalizations should immediately detect any deviation from the expected spelling and note the nature of the deviation.

Discuss the explanatory section with the pupils. Supplement it by writing on the board the expected and unexpected spellings and draw-

LEARNING YOUR WORDS

Here are three spellings of each word in your list. Choose the correct one without looking at the list. When you have chosen it, check to see if you were right. Then write the correct spelling.

1. villian, villain, vilain
2. priviledge, privelege, privilege
3. acknowledge, acknowlege, acnowledge
4. calendar, calender, calandar
5. iceicle, icycle, icicle
6. milage, millage, mileage
7. prarie, prairie, prairy
8. disgise, disguise, disguize
9. judgement, jugment, judgment
10. aerial, ariel, airiel
11. desperate, desparate, desperit
12. tradgedy, tragidy, tragedy
13. controversey, contraversy, controversy
14. guarantee, garantee, guarrantee
15. fiery, firey, fierey
16. biskit, biscuit, bisciut
17. exile, exyle, egsile
18. skedule, shedule, schedule
19. physican, physician, phisician
20. threaten, threten, threatten

MORE POWER TO YOU!

thought thorough

The *gh* has either become silent in English words, as in *bought, bough, thought, thorough, through*, or has been changed to the "f" sound, as in *cough* and *rough*. These are all hard spellings and should be memorized.

USING YOUR WORDS



Dillon drillin' the villain

A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻✻

Write *Yes* or *No* to answer each question.

1. Does a *physician* study *physiography?*
2. Is a *calendar* ever used to press paper?
3. Can *judgment* ever be spelled *judgement?*
4. Are *schedule* and *list* ever synonyms?
5. Is *tragedy* the antonym of *comedy?*
6. Is *bisque* an ingredient of a *biscuit?*
7. Can a *controversy* lead to an *altercation?*
8. Is it impolite to *acknowledge* a gift?
9. Is an *icicle* formed by dripping water?
10. Is an *aerial* a dwelling place located on a height?
11. Is a desperate criminal often *rash* and *reckless?*
12. Is *disguise* the antonym of *guise?*
13. Is an *exile* likely to be *exhilarated?*

Answers

A.

1. no
2. no
3. yes
4. yes
5. yes
6. no
7. yes
8. no
9. yes

ing attention to the deviations. Lead the pupils to understand that if they habituate such discrimination in studying words, they will learn the spellings much more readily. Discuss the interesting word story and the material in *About Our Language*.

Learning Your Words. Supervise the pupils as they do this exercise. It will provide practice in using powers of visual imagery. Many of the standardized spelling tests are presented in this form.

Using Your Words, A. This is an interesting variation of the usual vocabulary work. The answers may profitably be discussed to bring out the precise meanings of the words.

Using Your Words, B. This exercise should be introduced by the teacher. The run-on sentence is a common error of young writers. Revised sentences may be compared orally and discussed. Spelling words are used in the sentences.

Using Your Words, C. This is a variation of the usual dictionary work.

Unit Test and Sentence Dictation. Follow the usual procedures.

Answers

10. no
11. yes
12. no
13. no

B.

(Sentences will vary.)

C.

1. down; to hope
2. hope
3. desperation
4. desperately
5. des′pər it

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻✻

Avoid "run-on" sentences consisting of statements strung together with *and, but, so,* etc. Usually you can write one main clause and modify the main clause with subordinate clauses or phrases. Rewrite these "run-on" sentences.

1. The dictator went into exile and he threatened a desperate attempt to escape and this would have resulted in a tragedy.

2. The physician could not guarantee a cure but he put the patient on a rigid diet schedule and in his judgment this diet would help him.

3. There was a controversy about gas mileage on the prairie roads and it was a fiery one so the driver noted each day's distance and he put down the gas consumption and he wrote it down on his calendar.

C ✻ USE YOUR DICTIONARY ✻✻✻✻✻✻✻✻

1. *Desperate* comes from the Latin prefix *de,* meaning "—," and *sperare,* meaning "—."

2. A person is *desperate* if he is without —.

3. The noun form of *desperate* is —.

4. The adverb form of *desperate* is —.

5. How is *desperate* pronounced?

exile	acknowledge	desperate
fiery	calendar	controversy
threaten	mileage	guarantee
aerial	prairie	biscuit
icicle	disguise	schedule
villain	judgment	physician
privilege	tragedy	

TESTING YOUR SPELLING

AN INTERESTING WORD IS . . .

calendar. The Roman priests proclaimed what were the first days of the months, or *calends.* From *calends* came the word *calendar.* The priests made mistakes which needed correcting. In 46 B.C., Julius Caesar gave February 29 days and the other months alternately 30 and 31 days. Later Augustus took a day from February to make his month, August, as long as Julius' month of July. In 1582, Pope Gregory corrected the calendar and gave us the Gregorian calendar, which we now use.

Use a dictionary to help you write an interesting word story about *physician.*

ABOUT OUR LANGUAGE

Many words have come into our language from Greek mythology and literature. Hercules was a famous strong man whom a goddess made perform twelve seemingly impossible tasks. If we say we have a *herculean* assignment to do, what kind would it be?

Jove was king of the Greek gods. Those born under his planet were believed to be joyful or *jovial.* Those born under the Roman god Saturn's planet were said to be dull, gloomy, or *saturnine.* Those born under Mercury's sign were thought to be swift, unsteady, or *mercurial.*

Mars was god of war, so what does *martial* mean? Pan, god of wild life, had the body of a goat and the head and torso of a man. Pan, by his appearance, often scared people into sudden fear, or *panic.*

Where did we get *atlas* and *morphine?*

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1. In the *judgment* of his *physician,* his case was *desperate.*

2. The nurse marked her *schedule* on the *calendar.*

3. He *acknowledged* that he was a *disguised villain* in *exile.*

4. A small *controversy* often *threatens* to become a *tragedy.*

5. This *aerial* is *guaranteed* to give *thorough* satisfaction.

6. We *thought* it a *privilege* to taste her delicious *biscuits.*

7. The *fiery* sun began to melt the *icicles.*

8. Our gas *mileage* was high for the drive across the *prairie.*

Interesting Word Assignment. *Physician* is from OF. *fisicien, physicien. Physic* once meant medical science (OF. *fisique,* through Latin, from Gr. *physikē,* from *physikos* natural, from *physis* nature), the art of healing diseases, the profession of medicine. A physician is distinguished from *surgeon,* or, archaically, *chirurgeon* (kī rėr′ jən), from Gr. *cheir* (hand) + *ergon* (work).

UNIT 29 MORE TRICKY SPELLINGS

cinch	*faucet*	*scenery*	*procession*
cease	*parcel*	*nuisance*	*precision*
oasis	*precede*	*cemetery*	*circular*
cinder	*license*	*suspicion*	*ancestors*
census	*ascend*	*cylinder*	*conscious*



The Anglo-Saxons once used the *c* to spell the "k" sound and the *s* to spell the "s" sound. After the Norman Conquest the French scribes introduced into England the *c* spelling of the "s" sound before *e*, *i*, and *y*.

Because the *c* spells the "s" sound before *e*, *i*, or *y* (*cell*, *city*, *cycle*), it is sometimes confused with the *s* in spelling. The *c* sometimes spells the "sh" sound when it is followed by *i* or *e*, as in *vicious* and *ocean*. The *s* also spells the "sh" sound when followed by certain vowels, as in *sure* and *pension*.

Often a *c* and an *s* in the same word both spell the "s" sound, as in *cease*, *license*, *nuisance*, *census*, and *ancestors*. Sometimes the *sc* spells the "s" sound, as in *ascend* and *scenery*.

We spell *cemetery* with a *c*, but *seminary* with an *s*. *Precede* has *c*, but *supersede* has *s*. The "s" sound in *ascend* is spelled *sc*, but in *assent* by *ss*. Compare also *cinder* and *sender*, *sense* and *census*, *seen* and *scene*.

We usually have to notice carefully whether an "s" sound is spelled *s* or *c* or *sc*, and whether the "sh" sound is spelled by *c* or *s* before certain vowels. When our ears give us no spelling clue, it is best to memorize the spelling of the words.

LEARNING YOUR WORDS

Here again are three spellings of each word in your list. When you have chosen the correct one, check to see if you were right. Then write the correct spelling.

TEACHING SUGGESTIONS

As the text indicates, confusion of the *s* and *c* causes spelling errors. The *c* spelling of the "s" sound has been presented in units in every grade, beginning with the second-grade text. Pupils should, of course, be aware that the study of a word in spelling involves the comparison of sound and symbol to note agreement with, or deviation from, the expected relationship.

Thus, when the pupil is aware that the "s" sound is spelled with *s* or *c* or *sc*, he should note which spelling is being used in a particular word. He must then remember that spelling. However, the purpose of intelligent study is to analyze rationally and reduce memory of letter sequences to a minimum. Nobody learns to spell by sound alone.

Discuss the explanatory material with the pupils, writing the similar word pairs on the board and pointing out the inconsistencies in the spellings.

Learning Your Words. This is the same kind of exercise as was introduced in Unit 28. Induce the pupils to try finding the correct spelling without immediately looking for it in the word list.

Answers

1. oasis
2. faucet
3. cinch
4. cease
5. parcel
6. ascend
7. cylinder
8. nuisance
9. license
10. circular
11. ancestors
12. cemetery
13. scenery
14. cinder
15. census
16. precede
17. procession
18. precision
19. suspicion
20. conscious

A.

1. ascend
2. parcel
3. precede
4. ancestors
5. circular
6. conscious
7. cinch
8. cemetery
9. precision
10. procession
11. cease

1. oasis, oacis, oascis
2. fauset, faucet, fauscet
3. scinch, sinch, cinch
4. sease, cease, seace
5. parsel, parscel, parcel
6. ascend, asend, acend
7. scilinder, sylinder, cylinder
8. nuiscance, nuisance, nuicanse
9. license, licence, lisence
10. sircular, scircular, circular
11. ancestors, ansestors, anscestors
12. semetery, cemetery, scemetery
13. seenery, scenery, senery
14. cinder, scinder, sinder
15. sensus, scensus, census
16. presede, precede, prescede
17. procession, prosession, procesion
18. precision, presicion, presision
19. suspision, suspicion, suspiscion
20. conshious, conscious, consious

USING YOUR WORDS



A * KNOW YOUR MEANINGS * * * * * * * * * *

Write the word from the spelling list for each meaning.

1. Go up; rise
2. Package
3. Go before
4. Forefathers
5. Round like a circle
6. Awake
7. Saddle girth
8. Graveyard
9. Accuracy; exactness
10. Persons moving forward in an orderly fashion
11. Come to an end
12. Distrust; doubt
13. Piece of burned-up wood or coal
14. General appearance of a place
15. An official count of the people
16. Fertile spot in the desert
17. Any long, round object with flat ends

MORE POWER TO YOU!

decision	expense
medicine	exercise

The *c* spells the "s" sound before *e*, *i*, or *y*; so the *s* is often written for *c* and *c* for *s*. Study the *c*'s and *s*'s in these words.

B * LIFT YOUR LANGUAGE * * * * * * * * * *

Although "run-on" sentences make for bad writing, short, choppy sentences can be equally bad. Rewrite each of these groups of short, choppy sentences into single sentences.

1. Our ancestors are buried in that old cemetery. It is hard to cease being conscious of them.

Using Your Words, A. This is another form of the usual vocabulary work and requires no teacher help.

Using Your Words, B. When pupils are cautioned about run-on sentences and have some practice in rewriting them into shorter ones, they often tend to write a series of short, choppy sentences. The exercise calls attention to the unpleasantness of a series of such short, choppy sentences.

Using Your Words, C. Discuss the answers to the work.

Unit Test and Sentence Dictation. Remind pupils to graph test scores and to record the words they misspelled. The dictation sentences follow.

1. We must make a *decision* about the *expense* of the *medicine*.
2. The *census* must be taken with great *precision*.
3. His *suspicion* was aroused when he discovered the *parcel* was missing.
4. Our *ancestors* must have anticipated our needs.

2. It was a cinch. We got the license to hold the procession. We wanted cars to precede the marchers.

3. We slowly ascended the mountain. We looked at the scenery. We saw an oasis.

C ✻ USE YOUR DICTIONARY ✻✻✻✻✻✻✻✻

1. Which word in this unit comes from a Greek word meaning "a sleeping chamber"?

2. Which word comes from the Latin word *licere*, meaning "to be permitted"?

3. Which word comes through the French word *nuire* from the Latin word *nocere*, meaning "to do harm"?

4. Which word comes from two words: *prae*, meaning "before," and another meaning "to go"?

5. Which word comes from the two words *ante*, meaning "before," and another meaning "to go"?

6. Which word comes from the prefix *ad-* and the Latin verb *scandere*, meaning "to climb" or "to mount"?

TESTING YOUR SPELLING

cinch	precede	cylinder
cease	license	procession
oasis	ascend	precision
cinder	scenery	circular
census	nuisance	ancestors
faucet	cemetery	conscious
parcel	suspicion	

AN INTERESTING WORD IS . . .

census, which comes from the Latin verb *censere* (to tax). The Roman *censor*, or magistrate, had to make a count of the people and to set a value on their estates so that taxes could be collected. The censors were also judges of the people's conduct. We now have the words *censor* and *census*, neither having anything to do with taxes.

Use a dictionary to help you write an interesting word story about *cemetery*.

ABOUT OUR LANGUAGE

We often make, or *coin*, words taken from the names of real men, particularly scientists or inventors.

The hoisting apparatus or oil-well frame called a *derrick* is named after Derrick, a notorious hangman. Can you guess the words we have coined from the following names?

Louis Pasteur, discoverer of a process to sterilize fluids

General Henry Shrapnel, British inventor of a shell with a bursting charge

Captain Boycott, a land agent in Mayo, Ireland, in 1880

Dr. F. A. Messmer, Vienna physician who experimented with hypnotism

Jean Nicot, who introduced tobacco into France in 1560

Luigi Galvani, of Italy, who used battery current to make a zinc coating

Leotard, a famous French aerial gymnast

Ferdinand, Count von Zeppelin, who built a rigid aircraft in 1900

Sax, a wind instrument musician

Answers

12. suspicion
13. cinder
14. scenery
15. census
16. oasis
17. cylinder

B.

(Sentences will vary.)

C.

1. cemetery
2. license
3. nuisance
4. precede
5. ancestor
6. ascend

5. The *procession ascended* the hill to the *cemetery*.

6. You must *cease* making a *nuisance* of yourself.

7. A travel *circular* described the beautiful *scenery* near the *oasis*.

8. We raced around the *cinder* track for *exercise*.

9. He slid a metal *cylinder* into the *faucet* to clear it.

10. His father *preceded* him as *license* collector.

11. He was not *conscious* of her feelings at that time.

12. He *cinched* the horse's saddle before he started out.

Interesting Word Assignment. *Cemetery,* which the British pronounce "sem′ ə tri," comes through Latin from the Greek *koimētērion,* meaning a sleeping chamber, hence a burial place, from *koiman* to put to sleep. Pupils may also look up *potter's field,* an old burial place for strangers at Jerusalem; now a burial place for paupers and criminals.

Answers

2. (a) profit
   (b) patent
   (c) ether
   (d) diary
   (e) compliment
   (f) wither
   (g) petals
   (h) cartoon
   (i) peasant
   (j) vocation
   (k) celery
   (l) formerly
   (m) further
   (n) statue
   (o) device
   (p) convey
   (q) burst
   (r) haunted
3. (a) altar
   (b) canvas
   (c) bail
   (d) choral
   (e) corps
   (f) medal
   (g) cereal
   (h) chords
   (i) loan
   (j) heir
   (k) cruise
   (l) wares
   (m) peal

UNIT 30 REVIEW

25	26	27	28	29
diary	cereal	adult	exile	cinch
peasant	chords	coupon	fiery	cease
vocation	medal	liable	threaten	oasis
cartoon	loan	vacuum	aerial	cinder
celery	cruise	bouquet	icicle	census
ether	corps	strength	villain	faucet
formerly	heir	diamond	privilege	parcel
further	peal	tedious	acknowledge	precede
petals	choral	amateur	calendar	license
statue	wares	jewelry	mileage	ascend
patent	male	gallery	prairie	scenery
device	bail	boundary	disguise	nuisance
convey	foul	athletic	judgment	cemetery
wither	berth	miniature	tragedy	suspicion
burst	canvas	parliament	desperate	cylinder
profit	sheer	exquisite	controversy	procession
haunted	hangar	auxiliary	guarantee	precision
access	altar	laboratory	biscuit	circular
compliment	surf	mischievous	schedule	ancestors
impassable	borne	superintendent	physician	conscious

REVIEWING SPELLINGS

1. This review unit includes the words you have studied in Units 25–29. First study the words you misspelled on the tests in the five units. Then review all the words.

2. Write the spelling words in Unit 25 which are sometimes confused with the following words.

a. prophet **b.** patient **c.** either **d.** dairy **e.** complement **f.** whither **g.** pedals **h.** carton **i.** pheasant **j.** vacation **k.** salary **l.** formally **m.** farther **n.** statute **o.** devise **p.** convoy **q.** bust **r.** hunted

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TEACHING SUGGESTIONS

As in the other review units in this book, pupils are required to study words misspelled on the tests for the preceding five units, to review all of the words studied in these units, to do exercises which call for the writing of many of the words, and to review the meanings and pronunciations of the words.

Reviewing Spellings. Exercise 1. The pupils have recorded the words that they misspelled on unit tests, and they are directed to give first attention to these words. It is suggested that they then review all words.

Exercise 2. This exercise requires the pupil to write most of the words in Unit 25, distinguishing them from the words with which they are often confused.

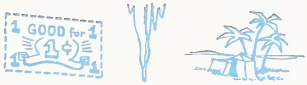
3. Write the homonyms which are sometimes confused with the following words.

a. alter	**b.** canvass
c. bale	**d.** coral
e. core	**f.** meddle
g. serial	**h.** cords
i. lone	**j.** air
k. crews	**l.** wears
m. peel	**n.** mail
o. fowl	**p.** shear
q. birth	**r.** hanger
s. serf	**t.** born

4. Using words in Units 27, 28, and 29, write synonyms for these words.

a. stop	**b.** tiresome
c. banishment	**d.** doctor
e. climb	**f.** round
g. nonprofessional	**h.** limit
i. rascal	**j.** view
k. tiny	**l.** favor
m. annoyance	**n.** admit
o. delicate	**p.** catastrophe
q. additional	**r.** argument
s. prankish	**t.** security
u. parade	**v.** forefathers

5. Write these picture words.



a. b. c.



d. e. f.



g. h. i.



j. k. l.



m. n. o.

REVIEWING MEANINGS

Which one of the three words or phrases has the same or nearly the same meaning as the first word?

1. *anticipate:* (**a**) to dread; (**b**) opposed to; (**c**) to look forward to

2. *privilege:* (**a**) secrecy; (**b**) special right; (**c**) loss

3. *tedious:* (**a**) restful; (**b**) relaxing; (**c**) tiring

Answers

(n) male
(o) foul
(p) sheer
(q) berth
(r) hangar
(s) surf
(t) borne

4. (a) cease
(b) tedious
(c) exile
(d) physician
(e) ascend
(f) circular
(g) amateur
(h) boundary
(i) villain
(j) scenery
(k) miniature
(l) privilege
(m) nuisance
(n) acknowledge
(o) exquisite
(p) tragedy
(q) auxiliary
(r) controversy
(s) mischievous
(t) guarantee
(u) procession
(v) ancestors

5. (a) coupon
(b) icicle
(c) oasis

Exercise 3. This exercise requires the pupil to write all of the words in Unit 26, matching each one to its homonym.

Exercise 4. The pupils can easily do this work without help from the teacher. Note that they will scan all of the words in three lists when they check answers.

Exercise 5. If necessary, give help in interpreting the pictures given as clues. Note again that, to locate the proper word in the review lists, pupils must scan a far greater number of words than they write. Thus they review the word configurations several times.

Reviewing Meanings. This is a review test of the most difficult words in the five weekly lists. Use as a formal test, correct as a class exercise,

Answers

(d) cylinder
(e) schedule
(f) jewelry
(g) vacuum
(h) calendar
(i) faucet
(j) license
(k) physician
(l) parcel
(m) diamond
(n) cemetery
(o) bouquet

Reviewing Meanings

1. c	2. b	3. c
4. a	5. b	6. c
7. a	8. b	9. a
10. b	11. c	12. a
13. b	14. b	15. b
16. c	17. b	18. b
19. c	20. c	21. a
22. c	23. b	24. c
25. a		

Reviewing Pronunciations

1. b	2. b	3. a
4. b	5. a	6. a
7. b	8. b	9. a
10. b	11. b	12. a
13. b	14. a	15. b
16. b	17. a	18. a
19. b	20. b	

4. *exile:* (**a**) to banish; (**b**) to breathe out; (**c**) way out
5. *impassable:* (**a**) without feeling; (**b**) not able to be crossed; (**c**) not satisfactory
6. *procession:* (**a**) order; (**b**) method; (**c**) parade
7. *acknowledge:* (**a**) to admit to be true; (**b**) learning; (**c**) to tell falsehoods
8. *compliment:* (**a**) strong dislike; (**b**) praise; (**c**) complete
9. *liable:* (**a**) likely; (**b**) unlikely; (**c**) suitable
10. *aerial:* (**a**) breezy; (**b**) in the air; (**c**) to mix with air
11. *disguise:* (**a**) loss of respect; (**b**) dislike; (**c**) false appearance
12. *ascend:* (**a**) to rise; (**b**) to go down; (**c**) to fly
13. *sheer:* (**a**) heavy; (**b**) thin; (**c**) opaque
14. *device:* (**a**) to take away; (**b**) appliance; (**c**) drawing
15. *wither:* (**a**) if; (**b**) to fade; (**c**) also
16. *access:* (**a**) easy; (**b**) extra; (**c**) admission
17. *convey:* (**a**) to escort; (**b**) to transport; (**c**) to import
18. *precision:* (**a**) indecision; (**b**) accuracy; (**c**) carelessness
19. *desperate:* (**a**) pitiful; (**b**) scornful; (**c**) reckless because of despair
20. *chords:* (**a**) ropes; (**b**) instruments; (**c**) musical notes
21. *miniature:* (**a**) tiny; (**b**) microscopic; (**c**) enormous
22. *vocation:* (**a**) time of rest; (**b**) journey; (**c**) occupation
23. *guarantee:* (**a**) to guard; (**b**) to pledge; (**c**) to watch
24. *precede:* (**a**) to follow; (**b**) to lead; (**c**) to go before
25. *tragedy:* (**a**) great sorrow; (**b**) pity; (**c**) overwhelming joy

REVIEWING PRONUNCIATIONS

Which is the correct dictionary pronunciation for each of these words?

1. *nuisance:* (**a**) nü′i səns; (**b**) nü′səns
2. *mischievous:* (**a**) mis chē′vi əs; (**b**) mis′chə vəs
3. *privilege:* (**a**) priv′ə lij; (**b**) priv′lij
4. *auxiliary:* (**a**) ôg zil′ri; (**b**) ôg zil′yə ri
5. *desperate:* (**a**) des′pər it; (**b**) des′prit
6. *bouquet:* (**a**) bō kā′; (**b**) bō ket′
7. *exile:* (**a**) ek′sil; (**b**) eg′zīl
8. *burst:* (**a**) bust; (**b**) bėrst
9. *boundary:* (**a**) boun′də ri; (**b**) boun′dri
10. *jewelry:* (**a**) jül′ri; (**b**) jü′əl ri
11. *miniature:* (**a**) min′ə chür; (**b**) min′i ə chər
12. *exquisite:* (**a**) eks′kwi zit; (**b**) es′kwiz′ət
13. *corps:* (**a**) kôrps; (**b**) kôr
14. *parliament:* (**a**) pär′lə mənt; (**b**) pär′lē ə mənt
15. *celery:* (**a**) sel′ri; (**b**) sel′ər i
16. *vacuum:* (**a**) vak′um; (**b**) vak′ü əm
17. *amateur:* (**a**) am′ə chər; (**b**) am′ə ti ür
18. *coupon:* (**a**) kü′pon; (**b**) ku′pon
19. *strength:* (**a**) strenth; (**b**) strengkth
20. *athletic:* (**a**) ath ə let′ik (**b**) ath let′ik

hat, āge, cãre, fär; let, ēqual, tėrm; it, īce; hot, ōpen, ôrder; oil, out; cup, půt, rüle, ūse; ch, child; ng, long; th, thin; ŦH, then; zh, measure; ə represents *a* in about, *e* in taken, *i* in pencil, *o* in lemon, *u* in circus.

WRITING YOUR WORDS

and give help to those pupils who make errors.

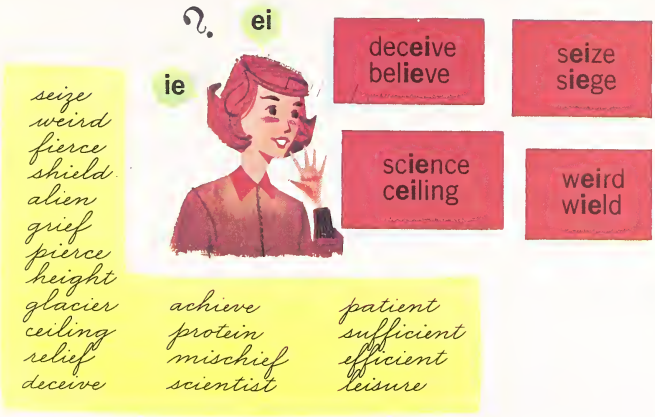
Reviewing Pronunciations. Again require the pupils to use the exercise as a test, without checking in the Spelling Dictionary until the choices have been made. Correct and review diacritical marks if there are errors.

Review Test. If 20 words are to be used as a final test, the following list is suggested.

Suggested Words for Test

1. compliment	8. altar	15. controversy
2. impassable	9. mischievous	16. privilege
3. wither	10. exquisite	17. suspicion
4. celery	11. auxiliary	18. license
5. cereal	12. boundary	19. precede
6. heir	13. schedule	20. ancestors
7. corps	14. physician	

UNIT 31 WHEN TO USE IE AND EI



The *ei* and *ie* patterns often cause spelling confusion. You know the familiar spelling rule: "*i* before *e*, except after *c*, or when sounded as 'ā,' as in *neighbor* or *weigh*." This rule has exceptions which must be memorized.

Note that in *seize*, *weird*, *leisure*, and *height* the *e* comes before *i*, and so does not follow the rule. The *i* comes before *e* after the *c* in *scientist* and *glacier* and in the *-ient* ending of *patient*, *efficient*, and *sufficient*.

Protein, pronounced "prō'tēn," comes from Greek *proteios* and also has the *e* before *i*. In *ceiling* and *deceive*, the *e* does come before the *i* after *c*, and in *relief*, *fierce*, *shield*, *alien*, *grief*, *pierce*, and *mischief* the *i* precedes the *e*, as would be expected.

These spellings are further confused when similar words are spelled differently, as, for example, *seize* and *siege*, *weird* and *wield*, *shield* and *sheik*. The "*i* before *e*" rule does work in most words of this kind, but the exceptions to it must be memorized.

LEARNING YOUR WORDS

Here are *ei* and *ie* spellings of the words in your list. One, of course, is wrong. Choose the correct one without looking at the list. When you have chosen it, check to see if you were right. Then write the correct spelling.

1. seize, sieze
2. weird, wierd
3. feirce, fierce
4. sheild, shield

Answers

1. seize
2. weird
3. fierce
4. shield

TEACHING SUGGESTIONS

As is readily apparent in this particular word list, the "*i* before *e*" rule is not always dependable. The pupil should be aware that the *i* and *e* combinations are inconsistent and that any *i* and *e* appearing consecutively should be carefully scrutinized and the sequence memorized.

Pupils can try their hands at devising mnemonic devices to remember which words violate the "*i* before *e*" rule; e.g., "*Efficient scientists* have *sufficient leisure*," and so on.

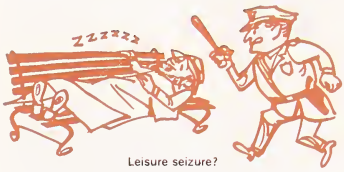
Discuss the interesting word story. Some bright pupils may be interested in examining the International Phonetic Alphabet, usually given in good dictionaries.

Learning Your Words. This kind of exercise is easier for some pupils than for others. Those who depend upon the total word pattern and have sharp visual images of words can often select the correct spelling even though they may not be able to write the word correctly themselves. Many people like to write two or more forms of a word when they are uncertain about the spellings, and are often able to "see" the incorrect form unerringly. This device may be suggested

Answers

5. alein, alien
6. greif, grief
7. peirce, pierce
8. height, hieght
9. glaceir, glacier
10. ceiling, cieling
11. releif, relief
12. deceive, decieve
13. acheive, achieve
14. protein, protien
15. mischeif, mischief
16. sceintist, scientist
17. pateint, patient
18. sufficeint, sufficient
19. efficeint, efficient
20. leisure, liesure

USING YOUR WORDS



Leisure seizure?

A * KNOW YOUR MEANINGS * * * * * * * *

Write the correct word for each blank in these sentences.

1. No one at the costume party was able to __ my disguise and recognize me.
2. With the lie, the salesman tried to __ his unsuspecting victim.
3. If there is __ proof of guilt, the jury will condemn the man.
4. A __ is a large mass of ice formed on high ground wherever winter snowfall exceeds summer melting.

MORE POWER TO YOU!

field yield chief view

Note that these four words do follow the "*i* before *e*" rule.

5. The shadows made __ pictures on the tombstones.
6. The frantic team made __ efforts to recover the ball.
7. The undisciplined boy was full of __.
8. An __ is not a citizen of the country in which he lives.
9. An __ workman wastes neither time nor energy.
10. The new medicine gave quick __ from the pain.
11. Without hard work it is difficult to __ success.
12. In my __ hours I like to read.

B * LIFT YOUR LANGUAGE * * * * * * * * *

We use *from*, not *than*, after *different*.

Right: *Their customs are different* from *ours*.

Wrong: *Their customs are different* than *ours*.

We use *between* when we speak of two persons or things.

Right: *We will have to choose* between *the two books*.

We use *among* when we speak of more than two persons or things:

Right: *He divided his food* among *the five prisoners*.

Answers

A.

1. pierce
2. deceive
3. sufficient
4. glacier
5. weird
6. fierce
7. mischief
8. alien
9. efficient
10. relief
11. achieve
12. leisure

to the pupils as an additional aid. Remind the pupils to select the correct spelling without immediately looking for the word in the list, and then to check.

Using Your Words, A. This vocabulary work stresses the meaning of words in context.

Using Your Words, B. The *different from* and the *between-among* usage conventions are, of course, frequently violated in informal speech and even in recent writing. There is considerable disagreement among the purists, who wish to retain such conventions, and the structural linguists, who are much more tolerant of any usage which is not ambiguous. Whatever the point of view, it is helpful for pupils to be aware of these conventions and to use them in situations in which they may be penalized for violating them.

Using Your Words, C. Remind pupils to use the Spelling Dictionary for this work. Discuss the answers.

Unit Test and Sentence Dictation. Remind pupils that the last review unit is Unit 36 and that they will then review the words they misspell on five unit tests.

Rewrite these sentences correctly.

1. We did not have sufficient leisure time to make a choice (*among, between*) the several relief plans offered by the scientists.

2. The fierce alien armies achieve their victories in a manner far different (*from, than*) ours.

3. The apparent height of the glaciers deceived us into making a decision different (*than, from*) that of our more patient and efficient captain.

4. Two weird medicine men moved (*among, between*) the mourners, trying to pierce their grief by seizing the idols.

5. The mother could no longer shield her twins from the penalties of their mischief and divided her attention equally (*between, among*) them.

C * USE YOUR DICTIONARY * * * * * * *

Write the words to complete the following sentences.

1. *Deceive* is derived from the Latin prefix *de* plus *capere*, meaning "__."

2. A synonym of *deceive* is __.

seize	grief	relief	scientist
weird	pierce	deceive	patient
fierce	height	achieve	sufficient
shield	glacier	protein	efficient
alien	ceiling	mischief	leisure

3. *Deceive* is pronounced "di sēv'." The dictionary key word for the "i" in "di" is __; for the "ē" in "sēv" is __.

TESTING YOUR SPELLING

AN INTERESTING WORD IS . . .

leisure, because of the consonant sound spelled by *s*. This voiced "sh" sound is sometimes shown by the symbol ʒ, sometimes *zh*. It is spelled *s* in *leisure, vision,* and *measure*. The French spell it with a *g,* as in words like *rouge* and *garage,* which we took directly from French. The "zh" sound in a word shows Latin-French origins.

Use a dictionary to help you write an interesting word story about *height.*

ABOUT OUR LANGUAGE

We get English words from place names as well as from the names of people.

The porcelain ware we call *china* originally came from the Far East. The liquor *gin* is a contraction of Geneva, the city which was famous for this product.

A figured fabric of linen, silk, or wool we call *damask,* from the city of Damascus, where it was first made. *Milliner* once meant a person from Milan, Italy, who imported women's finery.

Bedlam, meaning a wild uproar and confusion, is a shortened form of *Bethlehem*. The hospital of St. Mary of Bethlehem in London was used to house lunatics, who usually made a lot of noise. Mecca is the birthplace of Mohammed and the holy city of the Moslems. We say that a person's goal is his *mecca.*

A *waterloo,* of course, is now anyone's decisive defeat, after Napoleon's military defeat at Waterloo in 1815.

What does it mean to *shanghai* a sailor? Where did we get this word?

Answers

B.

1. among
2. from
3. from
4. among
5. between

C.

1. to catch, take
2. mislead
3. it; equal

1. Our *scientists* have *achieved* much through *patient* and *efficient* work.
2. The *fierce* Indian *chief* had to *yield* when an arrow *pierced* his *shield*.
3. Your *mischief* has caused *sufficient grief*.
4. We need the *relief* of *leisure* hours after our hard work.
5. We had a good *view* of the *glacier* from that *height*.
6. *Alien* forces may take the *field* and *seize* our land.
7. A *weird* light danced on the *ceiling* in the old haunted house.
8. We were *deceived* about the quantity of *protein* in the food.

Interesting Word Assignment. *Height,* like *stature, elevation,* and *altitude,* means the distance anything rises from its base. *Height* is so used for any object, high or low. *Stature* is used to refer to animal and human bodies. *Elevation* is applied to things which are raised; *altitude,* to things which are very high.

Answers

1. altogether
2. flannel
3. terrace
4. sheriff
5. succeed
6. appetite
7. bulletin
8. opponent
9. attorney
10. parallel
11. occasion
12. accustom
13. syllable
14. affectionate
15. apparent
16. committee
17. recommend
18. embarrass
19. accommodate
20. remittance

A.

1. recommend
2. accommodate
3. Accustom
4. opponent
5. succeed
6. occasion
7. bulletin
8. remittance

UNIT 32 DOUBLED CONSONANTS



Spelling errors are often made in words like those in your list. Because you hear only one sound in doubled consonants, you may fail to double a consonant or you may double a consonant when there should be only one. You can study these spellings better if you divide the words into syllables, but you will usually have to depend upon your memory.

If you have looked at these spellings carefully, you may find it helpful to write the spellings to see if they "look right" to you. Note particularly the spelling of *embarrass* and *accommodate* in the illustration. These two words are commonly misspelled, as are *parallel* and *committee*.

Notice that *altogether* is an adverb, meaning "wholly." *All together* has a different meaning, "in unison."

LEARNING YOUR WORDS

Here are several spellings of each of the words in your list. Choose the correct one without looking at the list. When you have chosen it, check to see if you were right. Then write the correct spelling.

1. altogether, alltogether
2. flanel, flannel, flannell
3. terace, terrace
4. sherif, sherrif, sheriff, sherriff

TEACHING SUGGESTIONS

Doubled consonants are presented in the second-grade text and are dealt with in each subsequent text of this series. Read through the explanatory section with the pupils and go over the word list, noting such consonants. Such words as *parallel, committee, embarrass,* and *accommodate* are commonly misspelled by adults. Note that the review words also have doubled consonants.

It is important for pupils to understand that they will have an effective way to study words if they know basic phonetic and structural generalizations and form the habit of looking at words to note agreement with, or deviation from, the generalizations. Just as silent letters, *ie* and *ei* combinations, and *c* and *sc* spellings are warnings for careful scrutiny, the doubled consonants should be warnings to give careful attention to spellings.

The interesting word story merits some discussion with the pupils. "An uninterrupted unit of utterance," the common definition of a syllable, will require some explanation.

5. suceed, succeed

6. appettite, apetite, appetite, apettite

7. bulletin, bulletin, buletin, bulettin

8. opponnent, oponent, opponent, oponnent

9. atorney, attorney, attorrney, atorrney

10. paralel, parallel, parallell

11. ocasion, occasion, ocassion, occassion

12. acustom, accustom, acusstom, accusstom

13. sylable, syllable, sylabble, syllabble

14. afectionate, affectionate

15. aparent, apparent, aparrent, apparrent

16. comite, commite, committee, comittee

17. recomend, reccomend, reccommend, recommend

18. embaras, embarras, embarass, embarrass

19. acomodate, accomodate, acommodate, accommodate

20. remitance, remittance

USING YOUR WORDS



Legal eagle?

A *KNOW YOUR MEANINGS *********

Write an appropriate word from the list for each blank.

1. Martha will __ Ann for club membership.

MORE POWER TO YOU!

interrupt approach excellent

Note the doubled consonants in each of these words. Although the *x* usually spells the "ks" sounds, the *c* also follows *x* in *excellent*.

2. The dormitory will __ fifty students.

3. __ your parakeet to the sound of your voice.

4. The sheriff defeated his __ in the election.

5. His evil plan cannot possibly __.

6. Their wedding was a very special __.

7. The weekly __ was posted in the hall.

8. Paul sent a monthly __ to his creditors.

9. Her bad manners were __ to everyone but her mother.

10. The two rails of a railroad track run __ to each other.

11. Will the stranger's presence __ the shy girl?

12. After dinner we will sit outside on the __.

B *LIFT YOUR LANGUAGE *********

You have learned that *as* is a conjunction and usually introduces a clause which has a subject and a predicate expressed or understood. *As if* and *as though* also introduce clauses.

Like is usually a preposition, but it is never a conjunction. The preposition *like*

Answers

9. apparent
10. parallel
11. embarrass
12. terrace

Learning Your Words. This now-familiar exercise asks pupils to detect the correct spelling.

Using Your Words, A. This is standard vocabulary work. The pupil makes the correct choice from the spelling list to use in the context of a given sentence. Go over the work orally when pupils have finished.

Using Your Words, B. This exercise directs attention to another time-honored convention of English usage, the use of *as* as a conjunction and of *like* as a preposition. Go over the explanatory matter with the pupils so that they can clearly understand the difference in use between *as* and *like*.

Using Your Words, C. No help is needed. Correct the work as usual.

Unit Test and Sentence Dictation. Proceed as usual.

1. It was *apparent* that the *committee* would *recommend* a new *attorney*.

2. On many *occasions excellent* programs are *interrupted* by news *bulletins*.

Answers

B.

1. as
2. as
3. like
4. as if
5. as if

C.

1. to confess, own
2. noun
3. let; o — lemon

is followed by a noun or a pronoun, but never by a clause.

Correct: *Behave yourself* as *the others do.*
Wrong: *Behave yourself* like *the others do.*

Correct: *It seemed* as if *we could be late.*
Wrong: *It seemed* like *we would be late.*

Correct: *She looked* like *her sister.*

Write the following sentences correctly.

1. On this occasion the sheriff apparently tried to accommodate the prisoners (*as, like*) the attorney had done before him.

2. The committee recommended that the remittances be accepted (*like, as*) they usually are.

3. My opponent's flannel trousers look exactly (*like, as*) mine.

4. He acted (*like, as if*) our affectionate greeting embarrassed him.

5. He read each syllable of the bulletin (*as if, like*) he were not altogether accustomed to reading orally.

C * USE YOUR DICTIONARY * * * * * * * *

Write the words that will complete the following sentences.

1. *Profession* is derived from the Latin prefix *pro-* plus *fateri*, meaning "—."

2. The word *profession* is used as one part of speech, as a —.

flannel	opponent	affectionate
terrace	attorney	committee
altogether	parallel	recommend
sheriff	occasion	embarrass
succeed	accustom	accommodate
appetite	syllable	remittance
bulletin	apparent	

3. *Profession* is pronounced "prə fesh′-ən." The dictionary key word for the "e" in "fesh" is —. The "ə" in the first syllable represents the sound of — in —.

TESTING YOUR SPELLING

AN INTERESTING WORD IS . . .

syllable, from OF. *sillabe,* L. *syllaba,* Gr. *syllabē.* A syllable is one or more speech sounds forming an uninterrupted unit of utterance. A whole word like *man* may be one syllable. Most syllables have a vowel sound, but the consonants *r, l, m, n,* and *ng* can form a syllable without a vowel. There may be two vowel sounds (diphthongs) in one syllable, like the *i* in *buy,* the *ou* in *out,* the *oi* in *boy,* the *u* in *new.*

Use a dictionary to help you write an interesting word story about *altogether.*

ABOUT OUR LANGUAGE

Good students often can guess the meanings of English words by finding a familiar Latin *root* in the words. If you know, for example, that *duc* or *duct* means "to lead," you can, if you know prefixes and suffixes, guess the meanings of *reduce, abduct, conduct, educate, aqueduct,* etc.

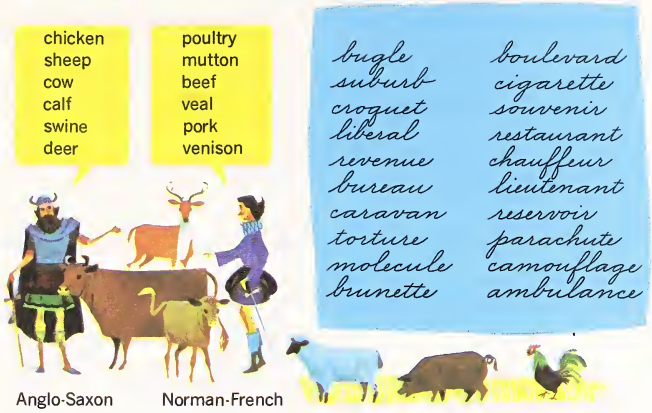
The Latin root *fer* means "to bring, to carry." The root *pend* means "to hang." *Spec, spic,* and *spect* are variations of a Latin root which means "to look."

Can you explain the meaning of *transfer, prefer, append, depend, pendulum, appendix, spectrum, spectacle, suspect?*

3. The *sheriff's opponent succeeded* him.
4. We are *embarrassed* to *approach* him about his overdue *remittance.*
5. We were *accustomed* to *accommodating* guests.
6. Every *syllable* she spoke to the child showed what an *affectionate* mother she was.
7. Sliding down the wall of the *terrace,* he tore his new *flannel* trousers.
8. His enormous *appetite* has made him *altogether* too fat.
9. Rays of light from the sun seem to be *parallel.*

Interesting Word Assignment. Pupils may be led to write an interesting word story something like this: *Altogether* means entirely, whereas *all together* means in unison. We say, "Our experiences with foreign students were *altogether* (entirely) pleasant." We say, "*All together* (in unison) we shouted our thanks." Similarly, we say, "They were *already* (previously) there," but, "We are *all ready* (all of us prepared) to go."

UNIT 33 WORDS FROM THE FRENCH



In 1066 William the Conqueror crossed the English Channel from Normandy in France and took over the rule of England from the Anglo-Saxons. Over the years following this, the French language of the court had its effect on the developing English language. The French language was derived from Latin, and many of the French words were Latin in origin.

The word *bugle* the French took from a Latin word meaning "a steer." Of what do you think the original bugles used by the French knights were made? The word *caravan* the French took from a Persian word.

The Latin word *moles* meant "a mass." The French made a word from it meaning "little mass" or "a particle," the word *molecule*. They made the word *restaurant* from Latin words meaning "to place again," or "to restore." A restaurant is a place where people "restore" themselves by eating and drinking.

In the Middle Ages, knights twisted the limbs of wrong-doers to make them confess. They borrowed the Latin word for "twist" to make the word *torture*. Our word *ambulance* comes from the French phrase *hopital ambulant*, meaning "walking hospital."

The French word *suburbe*, meaning "near the city," came from the Latin words *sub* and *urbs*, which together had the same meaning. Our word *liberal* comes through the French from the Latin word *liber*, meaning "free." In what way does the meaning "free" enter into the meaning of the word *liberal?*

TEACHING SUGGESTIONS

In this unit and in the next two, the attention of the pupil is centered on the bare facts of the origin of the language he uses. It is not, of course, intended that the pupil at this level become an erudite student of the history and growth of language, but he should develop some understanding and appreciation of how his language came into existence and what its major sources are.

The original inhabitants of Britain spoke Celtic, from which modern Welsh comes. The Romans conquered Britain and ruled the island for about three hundred years without materially affecting the language. Then came conquering tribes with their own tongue, who came to be called Anglo-Saxons. Later the Normans came from France and brought *their* language.

The Anglo-Saxons were the common people, and the French were the masters. For example, when the Anglo-Saxon tended the live animals, they were *sheep;* when the French lord ate them, they became the French *mutton*. The Anglo-

Answers

1. (a) brunette
   (b) revenue
   (c) cigarette
   (d) chauffeur
   (e) parachute
   (f) camouflage
   (g) lieutenant
   (h) reservoir
2. (a) torture
   (b) bugle
   (c) liberal
   (d) suburb
   (e) restaurant
   (f) molecule
3. (a) souvenir
   (b) boulevard
   (c) caravan
   (d) bureau
   (e) croquet
   (f) ambulance
   (g) chauffeur
   (h) lieutenant

A.

1. camouflage
2. torture
3. souvenir
4. revenue
5. reservoir
6. liberal

French spelling differs from English spelling, and so words from French often have what seems to us to be unusual spellings and pronunciations. Memorize the spelling of such words.

LEARNING YOUR WORDS

1. Here are some French words and meanings. Write the English word in the list that comes from each.

a. *brune*, meaning "brown"

b. *revenir*, to return

c. "little cigar"

d. *chauffer*, to heat

e. *chute*, a fall; *para* (It. *parare*), to shield

f. *camoufler*, to disguise

g. *lieu*, place; *tenir*, to hold

h. *reserver*, to keep in store

2. Here are some Latin words and meanings. Write the word in the list that comes from each through the French.

a. *torquere*, to twist

b. *buculus*, a steer

c. *liber*, free

d. *sub*, near; *urbs*, city

e. *re*, again; *staurare*, to place

f. *moles*, mass

3. Write the word for each pronunciation.

a. sü′və nēr′

b. bül′ə värd

c. kar′ə van

d. bůr′ō

e. krō kā′

f. am′bū ləns

g. shō′fər

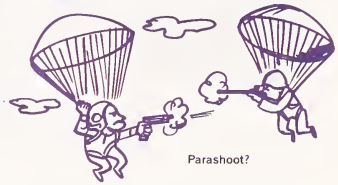
h. lü ten′ənt

MORE POWER TO YOU!

actual actually actuality

Carefully compare the spellings and pronunciations of this group of words: *actual* (ak′chü əl), *actually* (ak′chü əl i), *actuality* (ak′chü al′ə ti).

USING YOUR WORDS



A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻✻

Write a word from the list for each italicized word or phrase.

1. In winter, a snowshoe rabbit's white fur is a perfect *disguise.*

2. Only a very cruel person would *torment* a helpless animal.

3. The *keepsake* reminds me of my summer at camp.

4. The government gets *income* from taxes.

5. A fountain pen has an ink *storing place.*

6. James made a *bountiful* donation to the charity fund.

Saxon cared for *cows;* the French ate *beef.*

Anglo-Saxon words are strong and full of meaning; words of Latin origin are often more precise and scientific. Most of our words of Latin origin have come to us through the French. Note the typical French spellings in words like *boulevard, souvenir, camouflage, cigarette, brunette, croquet, bureau, chauffeur,* etc.

Read through the explanatory material carefully with pupils and supplement it.

Learning Your Words. Check and discuss the work.

Using Your Words, A. This exercise should cause no difficulty.

Using Your Words, B. The teacher should take all the time necessary to clarify the use of the *lie* and *lay* verbs.

Using Your Words, C. No help is needed.

Unit Test and Sentence Dictation. Proceed as usual.

1. The new *restaurant* on the *boulevard* gave away *souvenirs* at the opening.
2. The *lieutenant parachuted* to earth near the *reservoir.*

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻✻

Lay and *lie* are different words with different meanings. The principal parts are:

lay	*laid*	(*have*)	*laid*	*laying*
lie	*lay*	(*have*)	*lain*	*lying*

Lay means "to put something in a place." In the active voice, *lay* always has an object.

Lie always means "to recline, to rest." *Lie* can never take an object.

Write the following sentences, using the correct forms of *lie* and *lay*.

1. He (*lay, laid*) his cigarette down on a dish in the restaurant.

2. The chauffeur (*lay, laid*) down in the ambulance with a parachute for a pillow.

3. After the players had (*laid, lain*) their croquet mallets down, we rode up the boulevard to the reservoir in the nearby suburbs.

4. When the bugle blew, the caravan workers (*lay, laid*) their packs down on the sand.

5. The lieutenant left his souvenir (*laying, lying*) on the bureau.

C ✻ USE YOUR DICTIONARY ✻✻✻✻✻✻✻✻

An early form of fortification was a thick wall, flat on top and wide enough to walk or ride on. Look up *boulevard* in the Spelling Dictionary. Explain how you think this word came to have its present meaning.

bugle	torture	chauffeur
suburb	molecule	lieutenant
croquet	brunette	reservoir
liberal	boulevard	parachute
revenue	cigarette	camouflage
bureau	souvenir	ambulance
caravan	restaurant	

TESTING YOUR SPELLING

AN INTERESTING WORD IS . . .

croquet, which probably came from French *crochet* (a hooked stick for playing a game). Croquet resembles *paille maille* (It. *palla* ball + *maglio* mallet), played first in France. The English called it *pall mall* (pel'mel') and often played it in a London alley which is now known as Pall Mall. In the United States, the game is often called *roque*, an abbreviation of *croquet*.

Use a dictionary to help you write an interesting word story about *lieutenant*.

ABOUT OUR LANGUAGE

French words have continued to come into English for centuries, from the Norman Conquest up to modern times. Here are some samples:

Law words: *judge, jury, jail, plaintiff, perjury*

Religious words: *chaplain, saint, miracle*

Military words: *lance, lieutenant, sergeant, soldier, campaign*

Clothing words: *chemise, lingerie*

Automobile words: *chassis, chauffeur, coupé, garage*

Answers

B.

1. laid
2. lay
3. laid
4. laid
5. lying

C.

The top of the rampart was used as a road. The name for road (boulevard) came from the word for rampart.

3. The *chauffeur* drove a *camouflaged ambulance* to the battlefield without *actual* interference.
4. The governmental *revenue bureaus actually* have made *liberal* rulings.
5. The *bugle* announced the approach of the *caravan*.
6. The children in the *suburbs* like to play *croquet*.
7. The fire *tortured* the steel into weird forms.
8. Some matter is composed of *molecules*.
9. There are many manufacturers of *cigarettes*.
10. The *brunette* baby won the contest.

Interesting Word Assignment. *Lieutenant,* pronounced lef ten′ ənt by the British, is from French *lieu* (place) + *tenant* (holding); thus, an officer who supplies the place of a superior in his absence. In the military, a commissioned officer of a grade below captain. There are two grades in the Army, Air Force, and Marine Corps, called *first* and *second* lieutenant. In the United States Navy, a commissioned officer ranking above an ensign and below a lieutenant commander.

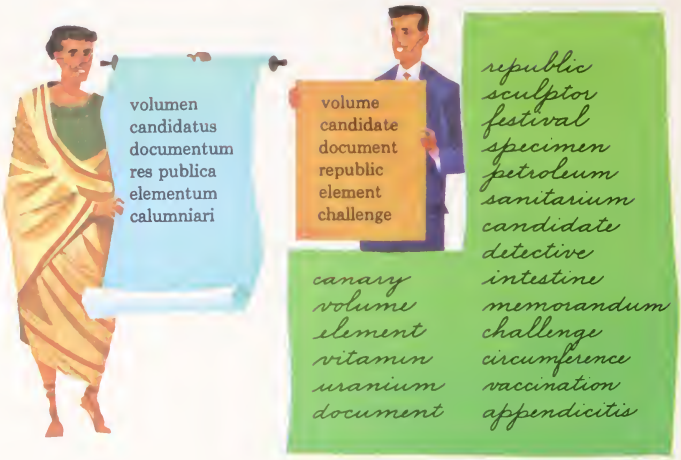
Power Vocabulary

memoranda
appendixes
appendices
specimens
sanitariums
sanitaria

Answers

1. (a) petroleum
   (b) vitamin
   (c) sanitarium
   (d) vaccination
2. (a) volume
   (b) republic
   (c) sculptor
   (d) festival
   (e) document
   (f) element
   (g) specimen
   (h) intestine
   (i) circumference
   (j) appendicitis

UNIT 34 WORDS FROM THE ROMANS



Our English language was originally a Germanic tongue which was flooded with French words by the Norman invaders. As French had developed from Latin, the new words were often modified Latin words.

During the days of Queen Elizabeth I, English writers, who usually had learned Latin, added through their writings thousands of other Latin words to English in addition to those that came through the French. Through the years we have continued to take Latin words into English. Sometimes they came directly from Latin, sometimes from Latin through other Romance languages like French, Spanish, or Italian.

As we use Latin words through the years, they often change from their original meanings to fit new situations. Thus these words often have interesting histories which can be discovered by using the dictionary to trace their origins. All the words in the list are of Latin origin. Study the illustration.

LEARNING YOUR WORDS

1. What words have we made from these words to name new products, discoveries, etc.?

   a. *petra*, rock; *oleum*, oil

   b. *vita*, life

TEACHING SUGGESTIONS

For centuries Latin was the world language. As the victorious Roman armies swept over Europe, Asia, and Africa, the language of the conquerors became the language of the world. When the common people of these lands used Latin, they modified the pronunciation, grammar, and vocabulary, and thereby developed the dialects which became known as the Romance languages. But the literary Latin of the priests and politicians remained relatively unchanged.

Pupils may be expected to understand that our English language is Germanic, but that we have drawn heavily upon Latin for many of our words.

Use the illustration to show the similarity of English words to Latin.

The words in the review section come to us from Latin through French.

Note the *-or* ending of *sculptor;* have pupils pronounce both *d*'s in *candidate;* call attention to the double consonants in *vaccination* and *appendicitis*.

Learning Your Words. The pupils can do the exercises independently. It will be profitable to

c. *sanitas*, health
d. *vacca*, cow

2. Write the words in the list that come from these Latin words.

a. *volvere*, to roll
b. *res*, thing; *publicus*, public
c. *scalpere*, to cut or scratch
d. *festum*, holiday or feast
e. *docere*, to teach
f. *elementum*, simple substance
g. *specere*, to look or behold
h. *intus*, on the inside, within
i. *circum*, around; *ferre*, to bear
j. *appendere*, to attach or append

3. Many Latin words end in *-um*. Write the word ending in *-um* that has not been changed from the Latin.

4. The Latin word *calumniari* meant "to attack with false accusations." The French made the verb *chalongier*, and then the noun *chalonge*. What is our word that comes from this?

5. The Latin word *detectus* meant "uncovered." *Insula Canaria* was the Latin name for some islands where large dogs (*canis*, dog) were found. Small yellow birds were also found there. Write the two words we get from *detectus* and *canaria*.

MORE POWER TO YOU!

ignorant ignorance

The adjective suffix *-ant* and the noun suffix *-ance* are pronounced like the *-ent* and *-ence* suffixes. Note also the *o* before the *r* in these words.

6. A Latin person who stood for office was clothed in white to show this fact. What do we call an aspirant for office? What word have we made from the name of the planet Uranus?

USING YOUR WORDS



A * KNOW YOUR MEANINGS * * * * * * *

Write the word for each of the following statements.

1. It begins with a prefix meaning *about* or *around*.

2. It is a state in which the supreme governing power is held by its citizens.

3. It may describe an official paper containing information.

4. It is often applied to a certain kind of scar.

5. It is a time of celebration.

6. It is used when speaking of lubricating oils, fuel oils, gasoline, and kerosene.

7. It may be defined as "a dietary essential."

8. It refers to a person who models and carves statues.

9. It may be used to describe a particular inflammation.

10. It is what you do when you invite someone to engage in a contest.

Answers

3. memorandum
4. challenge
5. detective; canary
6. candidate; uranium

A.

1. circumference
2. republic
3. document
4. vaccination
5. festival
6. petroleum
7. vitamin
8. sculptor
9. appendicitis
10. challenge

discuss the answers when pupils have finished their work.

Using Your Words, A. This is a variation of the usual vocabulary exercise. Pupils should be able to do this work independently.

Using Your Words, B. The *rise-raise* usage convention is similar to the *lie-lay* and the *sit-set* patterns. The teacher should again carefully explain the use of these verbs before the pupils do the exercises.

Using Your Words, C. The exercises can be done independently by the pupils. Check the work as usual.

Unit Test and Sentence Dictation. Proceed as usual. Make sure that pupils record words misspelled on the test.

1. *Petroleum* and *uranium* deposits have made the land valuable.
2. The doctor feared his *intestinal* pain might be *appendicitis*.
3. *Ignorant* people *challenged* the use of *vaccination*.

Answers

B.

1. raised
2. rising
3. rose
4. raise
5. rose

C.

1. Gasoline is made from the liquid petroleum.
2. no
3. vitamin
4. memoranda
   appendixes (-dices)
   specimens
   sanitariums (-ia)

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻✻

Rise and *raise* are two different verbs. *Rise* means "to come to an upright position." *Rise* never has an object. *Raise* means "to lift something to a higher place." *Raise* always takes an object. The principal parts of *rise* and *raise* are:

rise	*rose*	(*have*) *risen*
raise	*raised*	(*have*) *raised*

Write the following sentences, using the correct forms of *rise* and *raise*.

1. Our candidate (*rose*, *raised*) the flag of the republic at the festival.
2. All appendicitis patients at the sanitarium are (*raising*, *rising*) early for their vaccination.
3. The doctor made a memorandum that the pain in the patient's intestine always (*rose*, *raised*) at night.
4. The detective challenged the attorney's right to (*raise*, *rise*) bail for the prisoner.
5. Our specimen of petroleum jelly increased in volume and (*rose*, *raised*) in the test tube as we heated it.

C ✻ USE YOUR DICTIONARY ✻✻✻✻✻✻✻✻

1. How does *petroleum* differ from *gasoline*?
2. Is there any difference between a *sanitarium* and a *sanatorium*?

canary	sculptor	intestine
volume	festival	memorandum
element	specimen	challenge
vitamin	petroleum	circumference
uranium	sanitarium	vaccination
document	candidate	appendicitis
republic	detective	

3. Which is the preferred spelling, *vitamin* or *vitamine*?
4. Write the plurals of *memorandum*, *appendix*, *specimen*, and *sanitarium*.

TESTING YOUR SPELLING

AN INTERESTING WORD IS . . .

vaccination. Edward Jenner had heard that people who had had cowpox, a mild disease, did not get the terrible smallpox, which killed thousands of people a year in England. In 1796, he scratched cowpox germs into the arm of a healthy boy. Later he inserted smallpox germs. The boy did not get smallpox. From the Latin for "cow," *vacca*, Jenner coined the words *vaccine* and *vaccination*.

Use a dictionary to help you write an interesting word story about *circumference*.

ABOUT OUR LANGUAGE

We have been borrowing words from Latin since 1500. Much of our legal and medical vocabulary comes from Latin. The scientific names of plants and animals are usually Latin.

Many of our abbreviations are from Latin: A.D. (Anno Domine), in the year of our Lord; lb. (*libra pondo*), pound; i.e. (*id est*), that is; *etc.* (*et cetera*), and so forth.

Expressions like *bona fide*, *post mortem*, *per capita*, *habeas corpus*, *alias*, and *alibi* are taken directly from Latin.

Can you find some more?

4. The *document* in this *volume* contains a *memorandum* by one of the founders of our *republic*.
5. Our *canary* is an excellent *specimen* of a singing bird.
6. *Sculptors* and painters showed their work at the art *festival*.
7. He was placed in a *sanitarium* and treated for *vitamin* deficiency.
8. Early sailors were in *ignorance* of the earth's *circumference*.
9. Several *elements* in this case puzzle the *detectives*.
10. Our chauffeur is a *candidate* for the safety award.

Interesting Word Assignment. *Circumference* is from Latin *circum* (round, about) + *ferre* (to bear) to Latin *circumferentia*. *Circumference, perimeter, periphery, circuit, compass* mean literally a continuous line enclosing an arc. Pupils may be led to distinguish among these synonyms by using their dictionaries.

UNIT 35 WORDS FROM THE GREEKS

atmosphere	*telegraph*	*biology*
diameter	*telephone*	*bacteria*
epidemic	*antitoxin*	*character*
perimeter	*hydrogen*	*microphone*
hemisphere	*nitrogen*	*architecture*
phosphorus	*oxygen*	*carbohydrates*
semester	*diploma*	



Long ago, when the Romans conquered the Greeks, many Greek words came into Latin, and so into English through Latin. As English writers added Latin words to English, they also added Greek words, for educated men studied Greek as well as Latin.

You will notice that the spellings of Greek roots do not vary nearly so much as those from Latin, and they can readily be recognized. Greek roots can be fitted together easily, as you can see by studying the words in your list. Many of our scientific and medical terms come from Greek. We often use Greek roots and prefixes to give names to new products and inventions. Here are some common Greek word parts.

anti, against	*logos*, speech, science
atmos, vapor	*men*, month
bios, life	*metron*, measure
carbo, coal	*mikros*, small
demos, people	*nitron*, nitrate
dia, across	*oxys*, sharp acid
epi, on, upon	*peri*, around
graphein, to write	*phone*, sound
hemi, half	*sphaira*, sphere
hydor, water	*tele*, far

TEACHING SUGGESTIONS

The *Iliad* and the *Odyssey* of Homer; the odes of Pindar; the poems of Sappho; the tragedies of Aeschylus, Sophocles, and Euripides; the comedies of Aristophanes; the history of Herodotus and Thucydides; the oratory of Demosthenes; the philosophy of Plato and Aristotle; the biographies of Plutarch—these and others have made Greek literature among the greatest in the world.

The literary Greek of today is remarkably similar to the Ionic, Attic, Doric, and Aeolic dialects of 2,500 years ago. In modern Greek, the spoken dialect, Romaic, is considerably different from the literary language. We continue to make new English words from Greek because the Greek roots combine readily, lend themselves to compounding, and show their meanings in their root combinations.

Go over the explanatory section with the pupils. Have them find the words in the spelling list which use the Greek word parts.

Pupils may note again the common signs of Greek origin: the *ph* spelling of the "f" sound and the *ch* spelling of the "k" sound.

Discuss the interesting word story. The infor-

Answers

1. (a) atmosphere
   (b) hemisphere
   (c) diameter
   (d) perimeter
   (e) telegraph
   (f) telephone
   (g) microphone
   (h) carbohydrate
   (i) biology
   (j) epidemic
   (k) antitoxin
   (l) semester
2. (a) hydrogen
   (b) oxygen
   (c) nitrogen
3. phosphorus
   diploma
   bacteria
4. character
   architecture

A.

1. perimeter
2. bacteria
3. phosphorus
4. oxygen
5. architecture
6. epidemic
7. microphone
8. antitoxin

LEARNING YOUR WORDS

1. Most of the words in your list are made up of a Greek prefix or word part combined with a second part, or root.

Write the words which came from these parts:

a. Steam + ball
b. Half + ball
c. Across + measure
d. Around + measure
e. Far + write
f. Far + sound
g. Small + sound
h. Coal + water
i. Life + science
j. On + people
k. Against + poison
l. Six + months

2. The Greek *genes* meant "a substance that produces." We get our *-gen* words from this Greek word. Write the words for:

a. Substance that produces water

b. Substance that produces sharp acid

c. Substance that produces nitrates

3. Write the words with these pronunciations:

fos′fə rəs bak tēr′i ə

də plō′mə

MORE POWER TO YOU!

interfere interference

Do not confuse the *fere* and *fear* spellings. Note again that the *-ence* and *-ance* noun suffixes have the same pronunciations but different spellings.

4. Write the two words in which *ch* spells the "k" sound.

USING YOUR WORDS



Batnosphere?

A ✻ KNOW YOUR MEANINGS ✻✻✻✻✻✻✻✻

Write the word from the list that can be applied to each of the following.

1. The outer boundary of a surface

2. Microscopic plants

3. A solid nonmetallic element

4. A gas necessary to plant and animal life

5. The science of building

6. The rapid spreading of a disease

7. An instrument for magnifying sounds

8. A substance used to counteract a disease or poison

9. Sugar and starch

10. Gas that combines with oxygen to make water

11. Half of a sphere or globe

12. The distinguishing traits of a person

mation about *phosphorus* can be generously supplemented with the help of the encyclopedia.

Learning Your Words. The exercises illustrate the ease with which words are coined from Greek roots. Check and discuss the work with the pupils.

Using Your Words, A. This is the usual vocabulary exercise. It will be profitable to discuss the work with the pupils when they have finished.

Using Your Words, B. The exercise will give the teacher occasion to summarize the uses of the nominative and objective pronouns. It will be helpful to list the nominative and objective pronoun pairs on the board, and under them, where they may be used, as subject, predicate nominative or direct object, object of preposition.

Using Your Words, C. No help is needed. Correct as usual.

Unit Test and Sentence Dictation. Proceed as usual.

1. The *diameter* divides the circle into two *hemispheres*.

2. The *telephone* and *telegraph* quickly became actualities.

B ✻ LIFT YOUR LANGUAGE ✻✻✻✻✻✻✻

These sentences give a review on the use of pronouns. Write the sentences correctly, choosing the right form of pronoun.

1. (*Who*, *Whom*) did you give the diploma to this semester?
2. Was it (*he*, *him*) who announced the epidemic over the microphone?
3. The ones who ordered the antitoxin by telephone were John and (*I*, *me*).
4. The biology teacher watched Mary and (*I*, *me*) do the experiment with oxygen, nitrogen, and hydrogen.
5. (*Who*, *whom*) do you think is the best student of architecture in this hemisphere?

C ✻ USE YOUR DICTIONARY ✻✻✻✻✻✻✻✻

1. From what Greek word does *phosphorus* come? What did the Greek word mean?
2. From what Greek word does *diploma* come? What did the Greek word mean?
3. What is the meaning of the Greek word from which we get *bacteria?*
4. What does *biography* mean literally? *Autobiography?*

atmosphere	telegraph	biology
diameter	telephone	bacteria
epidemic	antitoxin	character
perimeter	hydrogen	microphone
hemisphere	nitrogen	architecture
phosphorus	oxygen	carbohydrates
semester	diploma	

TESTING YOUR SPELLING



AN INTERESTING WORD IS . . .

phosphorus, from the Greek word for "light bringer." *Phosphorus* is a chemical element discovered by Hennig Brand of Germany. Phosphorus burns easily; and in 1830, Charles Sauria found a way to put it on match tips. Because plants need phosphorus it is used in fertilizers. We need it for our bones, brain, and nerves, and we get it from milk, nuts, fish, and egg yolks.

Use a dictionary to help you write an interesting word story about *biology*.

ABOUT OUR LANGUAGE

Many of our words of Greek origin have come to us through Latin and French, but others we have built ourselves, using Greek words or roots.

Because of the great Greek theater, we have such words as *drama*, *theater*, *comedy*, *tragedy*. Many science words, like *botany*, *physiology*, *physics*, *zoology*, *atom*, *proton*, and *isotope* come from the Greek.

You can guess some of the words of Greek origin by their spellings:

The *ph* spelling of the "f" sound, as in *photograph;* the *ch* spelling of the "k" sound, as in *chorus;* the *rh* spelling of the "r" sound, as in *rheumatism;* the *ps* spelling of the "s" sound, as in *psychology*.

Words with the Greek number prefixes: *mono-* (*one*), *di-* (*two*), *tri-* (*three*), *tetra-* (*four*), *penta-* (*five*), *hexa-* (*six*), *hepta-* (*seven*), *octo-* (*eight*), *kilo-* (*thousand*).

The *-ic* (or *-ics*) suffix, as in *mathematics*, is a sign of Greek origin.

Answers

9. carbohydrates
10. hydrogen
11. hemisphere
12. character

B.

1. Whom
2. he
3. I
4. me
5. Who

C.

1. phosphoros; light
2. diploos; twofold
3. a little staff
4. life writing
   self life writing

3. The use of *antitoxins* has actually prevented *epidemics*.
4. He will earn his *diploma* in *architecture* in one more *semester*.
5. *Phosphorus* is one of the chemical elements.
6. Scientists can determine the actual amounts and *character* of *oxygen, nitrogen,* and *hydrogen* in the *atmosphere*.
7. We use microscopes to study *bacteria* in our *biology* class.
8. The candidates for office will appear before the *microphone* if nothing *interferes*.
9. *Carbohydrates* are important elements in our diet.
10. We made an error in measuring the *perimeter* of the triangle because of *interference*.

Interesting Word Assignment. *Biology* is from the Greek combining form *bios* (life, made of life) + *logos* (speech, science); thus, the science of life; the branch of knowledge dealing with living organisms.

Answers

2. seize; weird; height; glacier; protein; sufficient; scientist; efficient; leisure
3. (a) appetite
   (b) recommend
   (c) accustom
   (d) flannel
   (e) affectionate
   (f) remittance
   (g) sheriff
   (h) parallel
   (i) opponent
   (j) occasion
   (k) succeed
   (l) committee
   (m) altogether
   (n) syllable
   (o) terrace
   (p) bulletin
   (q) attorney
   (r) apparent
   (s) embarrass
   (t) accommodate
4. (a) souvenir
   (b) croquet
   (c) lieutenant
   (d) suburb
   (e) molecule
   (f) chauffeur
   (g) reservoir

UNIT 36 REVIEW

31	32	33	34	35
seize	flannel	bugle	canary	atmosphere
weird	terrace	suburb	volume	diameter
fierce	altogether	croquet	element	epidemic
shield	sheriff	liberal	vitamin	perimeter
alien	succeed	revenue	uranium	hemisphere
grief	appetite	bureau	document	phosphorus
pierce	bulletin	caravan	republic	semester
height	opponent	torture	sculptor	telegraph
glacier	attorney	molecule	festival	telephone
ceiling	parallel	brunette	specimen	antitoxin
relief	occasion	boulevard	petroleum	hydrogen
deceive	accustom	cigarette	sanitarium	nitrogen
achieve	syllable	souvenir	candidate	oxygen
protein	apparent	restaurant	detective	diploma
mischief	affectionate	chauffeur	intestine	biology
scientist	committee	lieutenant	memorandum	bacteria
patient	recommend	reservoir	challenge	character
sufficient	embarrass	parachute	circumference	microphone
efficient	accommodate	camouflage	vaccination	architecture
leisure	remittance	ambulance	appendicitis	carbohydrates

REVIEWING SPELLINGS

1. This review unit includes the words you have studied in Units 31–35. First study the words you misspelled on the tests on the five units. Then review all the words.

2. Write the Unit 31 words that are exceptions to the "*i* before *e*" spelling rule.

3. Write these words, filling in the blanks with either single or double consonants and then check with the Unit 32 words in the list.

a. a____etite **b.** re____o____end

c. a____ustom **d.** fla____el

e. a____ectionate **f.** remi____ance

g. she____i____ **h.** para____e____

i. o____o____ent **j.** o____a____ion

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TEACHING SUGGESTIONS

As for each of the five other review units in this book, pupils are to review words they have misspelled on the tests for the preceding five units, recorded after each test was taken, and all the words for the five units. They also review meanings and pronunciations.

Reviewing Spellings. Exercise 1. Insist that pupils first give attention to the words misspelled on their tests and that they then carefully review all the words in the five lists.

Exercise 2. To make the necessary discriminations, pupils must know the spelling rule. They must also review the spelling of each of the words in Unit 31.

Exercise 3. Note that here pupils are required to decide whether to insert one or two consonants

k. su____eed **l.** co____i____ee

m. a____together **n.** sy____able

o. te____ace **p.** bu____etin

q. a____orney **r.** a____a____ent

s. emba____a____ **t.** a____o____odate

4. Write the word in Unit 33 which comes from the French word meaning:

a. to remember **b.** a hooked stick
c. place holder **d.** near a city
e. a little mass **f.** to heat
g. to keep in store **h.** walking
i. to disguise **j.** brown

5. Write the word of Latin origin which means:

a. Disease of the appendix **b.** A hospital
c. A disease preventative **d.** A sample
e. One who runs for office **f.** A holiday
g. Distance around a circle **h.** A paper

6. Write the words in Unit 35 which have these roots from the Greek: *sphere, meter, tele, toxin, hydro, nitro, bio, micro.*

7. Write the word for each picture. You will find them all in the word lists.


a.


b.


c.


d.


e.


f.


g.


h.


i.


j.


k.


l.


m.


n.


o.


p.


q.


r.

REVIEWING MEANINGS

Which one of the three words or phrases has the same or nearly the same meaning as the first word?

1. *weird:* (**a**) unusual; (**b**) mysterious; (**c**) delicate

Answers

(h) ambulance
(i) camouflage
(j) brunette

5. (a) appendicitis
(b) sanitarium
(c) vaccination
(d) specimen
(e) candidate
(f) festival
(g) circumference
(h) document

6. hemisphere; atmosphere; diameter; perimeter; telegraph; telephone; antitoxin; hydrogen; carbohydrates; nitrogen; biology; microphone

7. (a) telegraph
(b) parachute
(c) bugle
(d) ambulance
(e) microphone
(f) cigarette
(g) canary
(h) diploma
(i) glacier
(j) telephone

to complete the word. This exercise is not so easy as it looks and serves as an excellent review of these words.

Exercise 4. Pupils may need to refer to the explanatory section for Unit 33 to check their choices, but this will emphasize the reasons for the unexpected spellings of these words.

Exercise 5. Pupils should have no trouble in recognizing the word which is called for.

Exercise 6. Because these Greek word parts are so common in English words, pupils should have no trouble in locating the words. Note, however, that they must find 12 words in the list for 8 Greek word parts.

Exercise 7. Give help in interpreting the pictures.

Answers

(k) shield
(l) sculptor
(m) sheriff
(n) detective
(o) patient
(p) bureau
(q) caravan
(r) volume

Reviewing Meanings

1. b	2. c
3. c	4. c
5. a	6. a
7. b	8. b
9. a	10. c
11. b	12. b
13. b	14. b
15. b	16. a
17. c	18. c
19. c	20. b
21. a	22. b

Reviewing Pronunciations

1. b	2. b
3. b	4. b
5. a	6. b
7. b	8. a
9. b	10. b
11. a	12. a
13. b	14. a
15. a	16. a
17. b	18. b

2. *opponent:* (**a**) aide; (**b**) heir; (**c**) foe
3. *torture:* (**a**) to tease; (**b**) to prolong; (**c**) to torment
4. *challenge:* (**a**) to explain; (**b**) to fight; (**c**) to question
5. *accustom:* (**a**) to get used to; (**b**) habit; (**c**) made to order
6. *deceive:* (**a**) to fool; (**b**) to cheat; (**c**) to praise
7. *liberal:* (**a**) stingy; (**b**) generous; (**c**) immoral
8. *leisure:* (**a**) something learned; (**b**) free time; (**c**) fierce mammal
9. *memorandum:* (**a**) note to aid one's memory; (**b**) biography; (**c**) souvenir
10. *alien:* (**a**) native; (**b**) peasant; (**c**) foreign
11. *embarrass:* (**a**) to make fun of; (**b**) to make self-conscious; (**c**) to tease
12. *chauffeur:* (**a**) conductor; (**b**) driver; (**c**) sculptor
13. *festival:* (**a**) funeral; (**b**) celebration; (**c**) disappointment
14. *accommodate:* (**a**) to go along with; (**b**) to hold comfortably; (**c**) to aid
15. *sufficient:* (**a**) especially good; (**b**) enough; (**c**) scanty
16. *attorney:* (**a**) lawyer; (**b**) professor; (**c**) physician
17. *circumference:* (**a**) distance through; (**b**) distance from; (**c**) distance around
18. *occasion:* (**a**) celebration; (**b**) accident; (**c**) particular time
19. *reservoir:* (**a**) military group; (**b**) settlement; (**c**) storage place
20. *efficient:* (**a**) lazy; (**b**) capable; (**c**) thrifty
21. *remittance:* (**a**) payment; (**b**) admission fee; (**c**) rejection
22. *revenue:* (**a**) expenses; (**b**) income; (**c**) taxes

REVIEWING PRONUNCIATIONS

Which is the correct dictionary pronunciation for each of these words?

1. *restaurant:* (**a**) rest′rənt; (**b**) res′tə rənt
2. *suburb:* (**a**) sü′bėrb; (**b**) sub′ėrb
3. *appendicitis:* (**a**) ə pen′dik′təs; (**b**) ə pen′də sī′tis
4. *embarrass:* (**a**) im bär′əs; (**b**) em bar′əs
5. *occasion:* (**a**) ə kā′zhən; (**b**) ə ka′zhən
6. *patient:* (**a**) pā′shi ənt; (**b**) pā′shənt
7. *leisure:* (**a**) les′ūr; (**b**) lē′zhər
8. *camouflage:* (**a**) kam′ə fläzh; (**b**) kam′ə fläj
9. *glacier:* (**a**) glā′sėr; (**b**) glā′shər
10. *molecule:* (**a**) mōl′ə kūl; (**b**) mol′ə kūl
11. *chauffeur:* (**a**) shō′fər; (**b**) chō′fər
12. *liberal:* (**a**) lib′ər əl; (**b**) lib′rül
13. *antitoxin:* (**a**) an′tī tok′sin; (**b**) an′ti tok′sən
14. *sufficient:* (**a**) sə fish′ənt; (**b**) sə fish′i ənt
15. *boulevard:* (**a**) bůl′ə värd; (**b**) bul′ə värd
16. *reservoir:* (**a**) rez′ər vwär; (**b**) res′ə vwär
17. *souvenir:* (**a**) sů′və nēr; (**b**) sü′və nēr′
18. *height:* (**a**) hīth; (**b**) hīt

hat, āge, cāre, fär; let, ēqual, tėrm; it, īce; hot, ōpen, ôrder; oil, out; cup, půt, rüle, ūse; ch, child; ng, long; th, thin; TH, then; zh, measure; ə represents *a* in about, *e* in taken, *i* in pencil, *o* in lemon, *u* in circus.

WRITING YOUR WORDS

Reviewing Meanings. This is the usual form of review tests on the more difficult meanings. Use as a group test and correct as usual.

Reviewing Pronunciations. Again, this is the usual form of pronunciation test. Correct and discuss as before.

Review Test. If 20 words are to be used as a final test, the following list is suggested.

Suggested Words for Test

1. seize	8. parallel	15. candidate
2. weird	9. boulevard	16. sculptor
3. height	10. souvenir	17. architecture
4. deceive	11. chauffeur	18. phosphorus
5. accommodate	12. lieutenant	19. atmosphere
6. recommend	13. appendicitis	20. oxygen
7. embarrass	14. vaccination	

* HOW TO USE THE SPELLING DICTIONARY *

Words are arranged in alphabetical order. Use a regular dictionary for words that are not in this Spelling Dictionary. Guide words at the top of each page show the first and last word on the page. This helps you to find a word. The key to the symbols used for the vowel and consonant sounds is given at the bottom of each page.

In the entry word, dots are used to show the division into syllables.

The pronunciation is always given in parentheses after the entry word.

• **au·to·bi·og·ra·phy** (ô′tə bī og′rə fi), *n.* [fr. Gr. *autos* self + *bios* life + *graphein* a writing.] The story of a person's life, written by himself.

The derivation of a word is given in brackets. The meanings of the abbreviations are given at the beginning of the dictionary.

Note that the dictionary also shows the parts of speech for a word.

• **um·pire** (um′pīr), *n.* [fr. F. *non* not + *per* even, equal, peer. *Umpire*, without initial *n*, arose through incorrection division of *a numpire* as *an umpire*.] **1.** Person who rules on the plays in a game. **2.** Person chosen to settle a dispute. —*v.* To act as umpire. **um·pired, um·pir·ing.**

When a word has more than one pronunciation, separate entries are usually given.

• **con·cert**[1] (kən sėrt′), *v.* [fr. L. *con* + *certare* to strive.] To arrange or plan together.
• **con·cert**[2] (kon′sėrt), *n.* [F.] **1.** A musical performance. **2.** Agreement; harmony. —*adj.* Used in or for concerts.

If more than one spelling is correct for a word, the dictionary shows both, with the preferred spelling listed first.

• **bron·co, bron·cho** (brong′kō), *n.* [Sp. *bronco* wild.] A small half-wild horse or pony of the plains of western North America. *pl.* **bron·cos** or **bron·chos.**

Usually several meanings are given for each word. The meanings are numbered if there is more than one meaning for a part of speech.

If a word does not form its plural, past tense, or *-ing* form regularly, the dictionary usually shows the irregular form.

• **traf·fic** (traf′ik), *n.* [fr. It. *trafficare* to traffic.] **1.** Vehicles and people moving along a way of travel. **2.** Commerce; trade; buying and selling. **3.** The business of transporting. **4.** That which is transported. —*v.* To carry on trade; buy and sell; exchange. **traf·ficked, traf·fick·ing.**

The authors are indebted to Scott, Foresman and Company, publishers of the *Thorndike-Barnhart Junior Dictionary*, for permission to use diacritical markings and to adapt definitions.

NOTE: Following the pronunciation of a word, a word's origin or root is sometimes given and enclosed in brackets. These root words are shown in italic type. The language source is abbreviated and is usually preceded by "fr." (from); thus, "fr. L." means "from Latin."

The list below is a key to the abbreviations used in giving the language sources of the words.

AS.—Anglo-Saxon	F.—French	It.—Italian	Per.—Persian
Brit.—British	fr.—from	L.—Latin	Sp.—Spanish
D.—Dutch	G.—German	ME.—Middle English	U. S.—United States
Eng.—English	Gr.—Greek	N.—Norse	W.—Welsh

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- **a·ban·don** (ə ban′dən), *v.* [fr. L. *ad* + *bandum* public proclamation.] **1.** To give up entirely. **2.** To desert. **3.** To yield to a feeling or impulse. —*n.* Freedom from restraint.
- **ab·sence** (ab′səns), *n.* [fr. L. *absentia*, fr. *ab* away + *esse* to be.] **1.** State of being away. **2.** Time of being away. **3.** State of being without; want; lack.
- **ab·so·lute** (ab′sə lüt), *adj.* [fr. L. *ab* + *solvere* to loose.] **1.** Complete; entire. **2.** Not mixed with anything; pure. **3.** Perfect. **4.** Free from restriction. **5.** Certain; positive.
- **a·buse**[1] (ə būz′), *v.* [fr. L. *ab* + *uti* to use.] **1.** To use or treat badly. **2.** To scold very severely. **a·bused, a·bus·ing.**
- **a·buse**[2] (ə būs′), *n.* [F. *abus* ill-use.] **1.** Bad or wrong use; bad treatment. **2.** A bad practice or custom. **3.** A severe scolding; harsh language.
- **ac·cess** (ak′ses), *n.* [fr. L. *ad* + *cedere* to move, yield.] **1.** Approach; admittance. **2.** A means of approach. **3.** An attack of disease. **4.** An outburst.
- **ac·ci·dent** (ak′sə dənt), *n.* [fr. L. *ad* + *cadere* to fall.] **1.** An unfortunate happening. **2.** A happening not expected or planned. **3.** Chance.
- **ac·com·mo·date** (ə kom′ə dāt), *v.* [fr. L. *ad* + *commodare* to make fit, help.] **1.** To have room for. **2.** To help out; oblige. **3.** To give lodging and food. **4.** To make fit or suitable; adjust. **ac·com·mo·dat·ed, ac·com·mo·dat·ing.**
- **ac·cord·ance** (ə kôr′dəns), *n.* [fr. L. *ad* to + *cor*, *cordis* heart.] Agreement; harmony.
- **ac·cuse** (ə kūz′), *v.* [fr. L. *ad* + *causa* cause, lawsuit.] To charge with a fault or offense; find fault with; blame. **ac·cused, ac·cus·ing.**
- **ac·cus·tom** (ə kus′təm), *v.* [fr. F. *a* to + *costume* custom.] To make familiar by use or habit.
- **a·chieve** (ə chēv′), *v.* [fr. F. *a* to + *chief* end, head, fr. L. *caput* head.] **1.** To get done; carry out. **2.** To reach by one's own efforts. **a·chieved, a·chiev·ing.**
- **ac·knowl·edge** (ak nol′ij), *v.* **1.** To admit to be true. **2.** To admit the authority of; recognize. **3.** To express thanks for. **4.** To make known that one has received. **ac·knowl·edged, ac·knowl·edg·ing.**
- **ac·quire** (ə kwīr′), *v.* [fr. L. *ad* + *quaerere* to seek.] To gain or get as one's own, usually by one's own effort; secure. **ac·quired, ac·quir·ing.**
- **ad·di·tion·al** (ə dish′ən əl), *adj.* Added; more; extra.
- **ad·jec·tive** (aj′ik tiv), *n.* [fr. L. *ad* + *jacere* to throw.] Word used to qualify or limit a noun or a pronoun. —*adj.* Of or used as an adjective.
- **ad·journ** (ə jėrn′), *v.* [fr. L. *ad* + *diurnus* daily, fr. *dies* day.] **1.** To put off until a later time; suspend. **2.** To stop business or proceedings for a time.
- **ad·just·ment** (ə just′mənt), *n.* **1.** An adjusting; a settling; a being adjusted. **2.** The orderly arrangement of parts or elements. **3.** Means of adjusting: *The toy had an adjustment to make it go faster or slower.* **4.** Settlement of a dispute.
- **ad·min·is·tra·tion** (ad min′is trā′shən), *n.* [fr. L. *ad* + *ministrare* to serve.] **1.** The managing of a business, office, etc. **2.** Group of persons in charge. **3.** Management of public affairs by government officials. **4.** The officials as a group; the government. **5.** Term of office of such officials. **6.** The giving out, applying, or dispensing of justice, medicine, etc.
- **ad·mi·ra·tion** (ad′mə rā′shən), *n.* [fr. L. *ad* + *mirari* to wonder.] **1.** Feeling of wonder, pleasure, approval; esteem; high regard. **2.** Anything that inspires such feeling.
- **a·dult** (ə dult′ or ad′ult), *adj.* [fr. L. *ad* + *alescere* to grow.] **1.** Grown up; full grown; having full size and strength. **2.** Of or for adults. —*n.* Full-grown plant, animal, or person.

• **ad·van·tage** (ad van′tij), *n.* [fr. L. *ab* away + *ante* before.] **1.** Any condition, circumstance, or opportunity favorable to success. **2.** Better position: *You have the advantage of me, because I have never played the game.* **3.** Benefit. —*v.* To give an advantage to; help; further; benefit. **ad·van·taged, ad·van·tag·ing.**

• **ad·verb** (ad′vėrb), *n.* [fr. L. *ad* + *verbum* word, verb.] Word that qualifies (extends or limits) the meaning of a verb, or of another qualifier, such as an adjective, adverb, etc.

• **ad·ver·tise** (ad′vər tīz), **v.** [fr. L. *ad* + *vertere* to turn.] **1.** To give public notice to in newspapers, over the radio, etc.; make generally known. **2.** To inform; notify; warn. **ad·ver·tised, ad·ver·tis·ing.**

• **ad·ver·tise·ment** (ad′vər tīz′mənt or ad vėr′tis mənt), *n.* [F. *avertissement* a giving notice.] Public notice or announcement, as in a newspaper, magazine, over the radio, etc.

• **aer·i·al** (ãr′i əl), *adj.* [fr. Gr. *aër* air, mist.] **1.** Of the air; living in, produced by, or done in the air. **2.** Ideal; imaginary. **3.** Of or pertaining to aircraft. —*n.* Radio antenna.

• **af·fair** (ə fãr′), *n.* [fr. L. *ad* + *facere* to do.] **1.** Anything done or to be done; a concern; matter; business of any kind. **2.** A proceeding or action. **3.** Romance.

• **af·fec·tion·ate** (ə fek′shən it), *adj.* Loving; fond; having or showing affection.

• **af·ford** (ə fôrd′), *v.* [fr. AS. *forth* forth, forward.] **1.** To have the means, money, time, or strength. **2.** To furnish from natural resources; yield. **3.** To give; provide: *Reading affords pleasure.*

• **a·gen·cy** (ā′jən si), *n.* **1.** Means of accomplishing something; action. **2.** Business or office of a person or company that has the authority to act for another: *We went to the real estate agency to sell our house. pl.* **a·gen·cies.**

• **a·gent** (ā′jənt), *n.* [fr. L. *agere* to act, do.] **1.** A moving force; a power that acts. **2.** Person or company that has the authority to act for another. **3.** One who acts or performs an act. **4.** Any active power or cause that produces an effect. **5.** Means or instrument.

• **a·gree·ment** (ə grē′mənt), *n.* **1.** An understanding reached by two or more nations, persons, or groups; an exchange of promises. **2.** Sameness of opinion; harmony; conformity. **3.** Correspondence of words with respect to number, case, gender, person, etc.

• **ag·ri·cul·ture** (ag′rə kul′chər), *n.* [fr. L. *ager* field + *cultura* cultivation.] Farming; the production of crops and livestock.

• **air·craft** (ãr′kraft′), *n.* Any machine for air navigation. *pl.* **air·craft.**

• **a·larm** (ə lärm′), *n.* [fr. It. *all' arme* to (the) arms.] **1.** Sudden fear; fright. **2.** A warning of approaching danger. **3.** Thing that gives such warning. **4.** Call to arms or action. —*v.* **1.** To give notice of approaching danger. **2.** To fill with sudden fear; stir to a sense of danger.

• **al·ien** (āl′yən), *n.* [fr. L. *alius* another.] Person who is not a citizen of the country in which he lives; foreigner; stranger. —*adj.* **1.** Of another country; foreign. **2.** Not in agreement; strange: *Such behavior is alien to her nature.*

• **al·le·giance** (ə lē′jəns), *n.* [fr. ME. *a* to + F. *lige, liege* liege, loyalty.] **1.** Loyalty which a citizen owes to his country or his government. **2.** Loyalty or devotion to that which is entitled to obedience or honor.

• **al·low·ance** (ə lou′əns), *n.* **1.** A definite portion or amount given out. **2.** Amount added or subtracted to make up for something; discount: *The salesman gave an allowance for the old bicycle on the price of the new one.* **3.** An allowing; authorization; permission.

• **al·tar** (ôl′tər), *n.* [fr. L. *altare.*] **1.** Table or stand in the most sacred part of a place of worship; the Communion table. **2.** Raised place of earth or stone on which to make sacrifices or to burn offerings to gods.

• **al·to·geth·er** (ôl′tə geŦH′ər), *adv.* [fr. ME. *al* all + *togedere,* fr. AS. *to* to + *gador* together.] **1.** Completely; entirely. **2.** On the whole.

• **am·a·teur** (am′ə chər or am′ə tūr), *n.* [fr. L. *amare* to love.] **1.** Person who does something for pleasure, not for money or as a profession. **2.** Person who does something rather poorly. —*adj.* Of amateurs; made or done by amateurs: *An amateur golfer does not get paid.*

• **a·maze·ment** (ə māz′mənt), *n.* Great surprise; overwhelming wonder.

• **am·bi·tion** (am bish′ən), *n.* [fr. L. *ambitio* a going around (for votes), fr. *amb* around + *ire* to go.] **1.** Great desire for fame, honor, or high position and power. **2.** Thing desired or sought after.

• **am·bu·lance** (am′bū ləns), *n.* [fr. L. *ambulare* to walk.] A vehicle equipped to carry sick or wounded persons.

• **a·mend·ment** (ə mend′mənt), *n.* [fr. L. *e* out + *mendum* fault.] **1.** A change made in a bill, law, or motion. **2.** A change for the better. **3.** Change made to remove an error; correction.

• **am·mu·ni·tion** (am′ū nish′ən), *n.* [fr. L. *munire* to fortify.] **1.** Bullets, shells, gunpowder, etc., used for guns or other weapons; military supplies that can be used against an enemy. **2.** Missiles or other materials used in attack or defense.

• **an·a·lyze** (an′ə līz), *v.* [fr. Gr. *ana* up + *lyein* to loose.] To separate into its parts or elements; examine critically. **an·a·lyzed, an·a·lyz·ing.**

• **an·ces·tor** (an′ses′tər), *n.* [fr. L. *ante* before + *cedere* to go.] **1.** Person from whom one is descended. **2.** That from which anything is descended.

• **an·nex·a·tion** (an′ek sā′shən), *n.* [fr. L. *ad* + *nectere* to tie.] **1.** An annexing; addition. **2.** Something annexed.

• **an·ni·ver·sa·ry** (an′ə vėr′sə ri), *n.* [fr. L. *annus* year + *vertere* to turn.] **1.** Annual return of the day of a past event. **2.** Celebration of that event. *pl.* **an·ni·ver·sa·ries.** —*adj.* Having to do with an anniversary.

• **an·nounce** (ə nouns′), *v.* [fr. L. *ad* + *nuntiare* to relate, fr. *nuntius* messenger.] **1.** To give formal or public notice of; proclaim; declare. **2.** To make known the presence or arrival of. **an·nounced, an·nounc·ing.**

• **an·nu·al** (an′ū əl), *adj.* [fr. L. *annus* year.] **1.** Coming once a year. **2.** In a year; for a year. **3.** Accomplished during a year. **4.** Of a plant, living but one year or season. —*n.* **1.** Book or journal published once a year. **2.** Plant that lives one season or one year.

• **an·te·ced·ent** (an′tə sēd′ənt), *n.* [fr. L. *ante* before + *cedere* to go.] **1.** Something happening before and leading up to another. **2.** Noun or noun phrase to which a pronoun refers. **3.** First term of a mathematical ratio. **4.** (Plural) The earlier events of one's life. —*adj.* Going or happening before; previous.

• **an·tic·i·pate** (an tis′ə pāt), *v.* [fr. L. *ante* before + *capere* to take.] **1.** To look forward to; expect. **2.** To do, make, use, or consider in advance. **3.** To be ahead of in doing. **an·tic·i·pat·ed, an·tic·i·pat·ing.**

• **an·ti·tox·in** (an′ti tok′sən), *n.* [fr. Gr. *anti* against + *toxikon* arrow poison.] **1.** Substance formed in the body to counteract an infection or disease. **2.** Serum containing an antitoxin.

• **anx·i·e·ty** (ang zī′ə ti), *n.* [fr. L. *angere* to cause pain, choke.] **1.** Troubled, worried, or uneasy feeling about what may happen. **2.** Eager desire: *anxiety to get started.* *pl.* **anx·i·e·ties.**

• **a·part·ment** (ə pärt′mənt), *n.* [fr. It. *a parte* apart.] **1.** Room or rooms to live in. **2.** A single room.

• **a·pol·o·gize** (ə pol′ə jīz), *v.* [fr. Gr. *apo* from + *logos* speech.] **1.** To make an apology; express regret; acknowledge a fault; offer an excuse. **2.** To defend an idea, argument, etc., in speech or writing. **a·pol·o·gized, a·pol·o·giz·ing.**

• **ap·pa·ra·tus** (ap′ə rā′təs or ap′ə rat′əs), *n.* [fr. L. *ad* + *parare* to make ready.] **1.** Things necessary to carry out a purpose or a particular purpose. **2.** Any piece of machinery. *pl.* **ap·pa·ra·tus** or **ap·pa·ra·tus·es.**

• **ap·par·ent** (ə par′ənt), *adj.* [fr. L. *ad* + *parere* to come forth.] **1.** Plain to see; visible. **2.** Clear to the understanding; evident. **3.** According to appearances; seeming: *The apparent cause was not the real one.*

• **ap·peal** (ə pēl′), *v.* [fr. L. *appellare* to approach, invoke.] **1.** To make an earnest request; apply for help, sympathy, etc. **2.** To call on some person to decide a matter or give proof in one's favor. **3.** To ask that a case be taken to a higher court or heard again. **4.** To prove attractive or interesting. —*n.* **1.** An earnest request. **2.** The request to have a case taken to a higher court or heard again. **3.** An address or quality that arouses sympathetic response; a plea.

• **ap·pear** (ə pēr′), *v.* [fr. L. *ad* + *parere* to come forth.] **1.** To be seen; come into sight; become visible. **2.** To seem; look. **3.** To come before the public. **4.** To stand before an authority: *appear in court.* **5.** To become known to the mind.

• **ap·pear·ance** (ə pēr′əns), *n.* **1.** Act of coming into sight; an occurrence. **2.** Outward look; aspect. **3.** Outward show or seeming: *He gave the appearance of working, but he was really idling.* **4.** A thing seen. **5.** The coming into court of a party to a lawsuit.

• **ap·pen·di·ci·tis** (ə pen′də sī′tis), *n.* [fr. L. *appendere* to attach.] Inflammation of the veriform appendix, an outgrowth from the large intestine.

• **ap·pe·tite** (ap′ə tīt), *n.* [fr. L. *ad* + *petere* to seek.] **1.** Desire for food. **2.** Desire.

• **ap·pli·ca·tion** (ap′lə kā′shən), *n.* [fr. L. *ad* + *plicare* to fold.] **1.** Act of using; use. **2.** Act of putting on. **3.** Ways of using: *Democracy is a word of wide application.* **4.** Thing applied. **5.** A request for employment, tickets, etc. **6.** Continued effort; close attention.

• **ap·pre·ci·a·tion** (ə prē′shi ā′shən), *n.* [fr. L. *ad* + *pretiare* to prize.] **1.** An appreciating. **2.** A valuing highly. **3.** Favorable criticism. **4.** Rise in value.

• **ap·pro·pri·ate**[1] (ə prō′pri it), *adj.* [fr. L. *ad* + *propriare* to appropriate, fr. *proprius* one's own, proper.] Suitable; proper; fit.

• **ap·pro·pri·ate**[2] (ə prō′pri āt), *v.* **1.** To set apart for special use. **2.** To take for oneself. **ap·pro·pri·at·ed, ap·pro·pri·at·ing.**

• **ap·prov·al** (ə prüv′əl), *n.* [fr. L. *ad* + *probare* to approve.] **1.** Act of approving; favorable opinion; praise. **2.** Consent.

• **ap·prox·i·mate**[1] (ə prok′sə mit), *adj.* [fr. L. *ad* + *proximare* to come near.] **1.** Nearly correct. **2.** Situated near or close together; very like.

• **ap·prox·i·mate²** (ə prok'sə māt), *v.* **1.** To come near to; approach. **2.** To bring near. **ap·prox·i·mat·ed, ap·prox·i·mat·ing.**

• **ar·chi·tec·ture** (är'kə tek'chər), *n.* [fr. L. *architectura.*] **1.** Science or art of building. **2.** Style or special manner of building. **3.** Construction. **4.** A building.

• **a·rouse** (ə rouz'), *v.* **1.** To awaken. **2.** To stir to action; excite. **a·roused, a·rous·ing.**

• **ar·rest** (ə rest'), *v.* [fr. L. *ad* at + *restare* to stop.] **1.** To seize by legal authority; take to jail or court. **2.** To stop; check. **3.** To catch and hold; seize. —*n.* **1.** A seizing by legal authority; a taking to jail or court. **2.** A stopping; checking.

• **ar·ti·fi·cial** (är'tə fish'əl), *adj.* [fr. L. *ars, artis* art + *facere* to make.] **1.** Made by human skill or labor; not natural. **2.** Made as substitute for; not real. **3.** Put on; false; pretended.

• **as·cend** (ə send'), *v.* [fr. L. *ad* + *scandere* to climb, mount.] To go up; rise; move upward; climb.

• **as·sem·bly** (ə sem'bli), *n.* [F. *assemblee.*] **1.** Group of people gathered together for some purpose; meeting. **2.** A lawmaking group. **3.** A putting together; fitting together. **4.** A complete group of parts required to put something together. **5.** A signal for troops to form in ranks. *pl.* **as·sem·blies.**

• **as·sign·ment** (ə sīn'mənt), *n.* [fr. L. *ad* + *signare* to mark, designate.] **1.** Something assigned; an assigning; an appointment. **2.** A duty or piece of work given as the responsibility of a particular person or group. **3.** A legal transferring of some property.

• **as·sist·ant** (ə sis'tənt), *n.* [fr. L. *ad* + *sistere* to cause to stand.] **1.** Helper. **2.** A means of help; an aid. —*adj.* Helping.

• **as·so·ci·a·tion** (ə sō'si ā'shən or ə sō'shi ā'shən), *n.* [fr. L. *ad* + *sociare* to join, fr. *socius* companion.] **1.** Alliance; an associating or being associated. **2.** Group of people joined together for some purpose; a society. **3.** Companionship. **4.** Connection of ideas.

• **as·sort·ment** (ə sôrt'mənt), *n.* [fr. F. *a* to + *sorte* kind, sort.] **1.** An assorting. **2.** Collection of various sorts. **3.** Group; class.

• **ath·let·ic** (ath let'ik), *adj.* [fr. Gr. *athlein* to contend for a prize.] **1.** Active and strong. **2.** Of, like, or suited to an athlete. **3.** Having to do with active games and sports.

• **at·mos·phere** (at'məs fēr), *n.* [fr. Gr. *atmos* steam, vapor + *sphaira* sphere.] **1.** Air that surrounds the earth; air. **2.** Mental and moral surroundings. **3.** Mass of gases that surrounds any heavenly body. **4.** Coloring or feeling that runs through a work of art. **5.** A unit of pressure of the air at sea level, about 14.7 pounds per square inch.

• **at·tempt** (ə tempt'), *v.* [fr. L. *ad* + *tentare, temptare* to touch, try.] **1.** To make an effort at; try. **2.** To attack. —*n.* **1.** Putting forth of effort to accomplish something. **2.** An attack.

• **at·tor·ney** (ə tėr'ni), *n.* [fr. F. *a* to + *torner* to turn.] **1.** Person who has power to act for another. **2.** Lawyer. *pl.* **at·tor·neys.**

• **au·thor·i·ty** (ə thôr'ə ti), *n.* [fr. L. *auctoritas.*] **1.** Power to enforce obedience; right to command or act. **2.** Person who has such power or right. **3.** Influence that creates respect and confidence. **4.** Source of correct information. **5.** Expert in some subject. *pl.* **au·thor·i·ties.**

• **aux·il·ia·ry** (ôg zil'yə ri), *adj.* [fr. L. *auxilium* help, aid.] **1.** Helping; assisting. **2.** Additional. —*n.* **1.** Helper. **2.** Auxiliary verb. *pl.* **aux·il·ia·ries.**

• **a·vail·a·ble** (ə vāl'ə bəl), *adj.* Can be used or had: *All available men were put to work on the project.*

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• **bac·te·ri·a** (bak tēr'i ə), *n. pl.* [fr. Gr. *baktērion* a little staff.] Very tiny plants, so small they can usually be seen only through a microscope. *sing.* **bac·te·ri·um.**

• **bail¹** (bāl), *n.* [fr. L. *bajulus* burden bearer.] **1.** Security given for the due appearance of a prisoner in order to obtain his release from imprisonment. **2.** Person or persons who give such security. —*v.* To obtain the freedom of a person under arrest by guaranteeing to pay bail.

• **bail²** (bāl), *n.* [fr. N. *beygla.*] **1.** The arched handle of a kettle or pail. **2.** A hooplike support.

• **bail³** (bāl), *n.* [F. *baille* a bucket, pail.] Scoop or pail used to throw water from a boat. —*v.* **1.** To throw water from a boat. **2.** To dip water from.

• **ba·sin** (bā'sən), *n.* [fr. L. *bacca* water vessel.] **1.** Wide, shallow bowl. **2.** Amount a basin can hold. **3.** Hollow place containing water. **4.** All the land drained by a river and the streams that flow into it: *the Ohio River Basin.*

• **ba·sis** (bā'sis), *n.* [fr. Gr. *basis* base.] **1.** The main part; base; foundation. **2.** A fundamental principle. **3.** Principal ingredient. **4.** Starting point. *pl.* **ba·ses.**

• **be·half** (bi haf'), *n.* [fr. AS. *healf* half, side, part.] Side; interest; favor.

• **berth** (bėrth), *n.* [fr. root of *bear* to produce.] **1.** Place to sleep on a ship, train, or airplane. **2.** A ship's place at a wharf. **3.** Place for a ship to anchor. **4.** Position; job. —*v.* To put in a berth; provide with a berth: *The crew berthed the ship at Pier 90.*

• **bi·ol·o·gy** (bī ol′ə ji), *n.* [fr. Gr. *bios* life + *logos* doctrine, science.] Science of life or living matter in all its forms; study of plant and animal life.

• **bis·cuit** (bis′kit), *n.* [fr. L. *bis* twice + *coquere* to cook.] **1.** (U.S.) Kind of raised, leavened bread, baked in small shapes. **2.** (Brit.) Cracker; cooky. **3.** Light tan color. **4.** Unglazed pottery after the first firing. *pl.* **bis·cuits** or **bis·cuit.**

• **bomb** (bom), *n.* [fr. Gr. *bombos.*] **1.** Object or projectile filled with an explosive charge. **2.** Thing resembling a bomb. —*v.* To bombard; attack with bombs.

• **bon·net** (bon′it), *n.* [fr. L. *abonnis* a kind of cap.] **1.** A head covering usually tied under the chin. **2.** Soft woolen cap worn by men and boys in Scotland. **3.** Feather headdress worn by American Indians. **4.** Something resembling a bonnet in shape or use. —*v.* To put a bonnet on.

• **bo·nus** (bō′nəs), *n.* [L. *bonus* good.] Something extra given in addition to what is due.

• **book·keep·er** (bůk′kēp′ər), *n.* Person who keeps a record of business accounts.

• **borne** (bôrn). Past participle of verb *bear,* to carry. Hence: *adj.* **1.** Carried. **2.** Endured. **3.** Yielded; given birth to. **4.** Pressed; driven.

• **bou·le·vard** (bůl′ə värd), *n.* [fr. G. *bolwerk* a rampart.] A broad street in or around a city, often laid out with trees and grass.

• **bound·a·ry** (boun′də ri), *n.* A limiting line; border. *pl.* **bound·a·ries.**

• **bou·quet** (bō kā′ or bü kā′), *n.* **1.** Bunch of flowers. **2.** Fragrance.

• **bril·liant** (bril′yənt), *adj.* [fr. F. *briller* to shine, sparkle.] **1.** Shining brightly; sparkling. **2.** Splendid; magnificent. **3.** Having great ability. —*n.* Diamond or other gem, cut to sparkle brightly.

• **broad·cast** (brôd′kast′), *adj.* **1.** Cast in all directions, as seed in sowing. **2.** Transmitted by radio or television. —*n.* **1.** A casting or scattering in all directions. **2.** The material or program transmitted by radio or television. —*v.* **1.** To scatter or sow. **2.** To send out by radio or television. **broad·cast·ed** or **broad·cast, broad·cast·ing.**

• **bru·nette** or **bru·net** (brü net′), *adj.* [fr. F. *brun, brune* brown.] **1.** Dark-colored. **2.** Having dark brown or black hair and eyes, and dark skin. —*n.* Person having such coloring.

• **bu·gle** (bū′gəl), *n.* [fr. L. *buculus* a steer.] **1.** Horn used by hunters. **2.** Musical instrument, like a small trumpet, made of copper and brass. —*v.* **1.** To blow a bugle. **2.** To summon by blowing on a bugle. **bu·gled, bu·gling.**

• **bul·le·tin** (bůl′ə tən), *n.* [fr. It. *bulla* an edict.] **1.** Short statement of news. **2.** Newspaper or magazine, usually of an association, appearing regularly. —*v.* To make known by a bulletin.

• **bur·den** (bėr′dən), *n.* [AS. *byrthen.*] **1.** What is carried; load; care; responsibility. **2.** Heavy load. **3.** Quantity of freight a ship can carry; weight of the cargo. —*v.* To put a burden on; load.

• **bu·reau** (būr′ō), *n.* [F., office, desk, cloth covering for desks or tables.] **1.** (U.S.) Chest of drawers for clothes. **2.** (Eng.) Desk or writing table. **3.** Business office. **4.** Government department. *pl.* **bu·reaus** or **bu·reaux.**

• **burst** (bėrst), *v.* [AS. *berstan.*] **1.** To break open suddenly with force; explode. **2.** To be very full: *The barns were bursting with grain.* **3.** To go or come suddenly. **burst, burst·ing.** —*n.* **1.** Outbreak. **2.** Sudden display of activity or speed.

* C *

• **cac·tus** (kak′təs), *n.* [fr. Gr. *kaktos* cactus.] Plant, with fleshy stems and branches, having spines or scales instead of leaves. *pl.* **cac·tus·es** or **cac·ti.**

• **cal·en·dar** (kal′ən dər), *n.* [L. *calendarium* an account book.] **1.** Table of a given year, showing months and weeks, and the day of the week on which each day of the month falls. **2.** System of working out the divisions of time fitted to the purposes of ordinary life. **3.** List; register; record. —*v.* To enter or write in a calendar; register.

• **cam·ou·flage** (kam′ə fläzh), *n.* [F., fr. *camoufler* to disguise.] **1.** Disguise; deception. **2.** In warfare, the giving of false appearances to deceive the enemy. —*v.* To disguise; give a false appearance in order to conceal. **cam·ou·flaged, cam·ou·flag·ing.**

• **cam·paign** (kam pān′), *n.* [fr. L. *campus* field.] **1.** Series of related military operations. **2.** Course of action for some special purpose. —*v.* To take part in a campaign.

• **cam·pus** (kam′pəs), *n.* [L., a field.] (U.S.) The grounds of a college, university, or school.

• **ca·nar·y** (kə nār′i), *n.* **1.** Small, yellow songbird, originally from the Canary Islands; a cage bird. **2.** Light yellow.

• **can·di·date** (kan′də dāt or kan′də dit.), *n.* [L. *candidatus* a candidate for office (clothed in a white toga).] Person who seeks or is proposed for some office or honor.

• **can·non** (kan′ən), *n.* [fr. L. *canna* reed, tube.] Big mounted gun or guns; artillery. *pl.* **can·nons** or **can·non.**

• **can·vas** (kan′vəs), *n.* [fr. L. *cannabis* hemp.] **1.** Heavy, closely woven cloth of hemp or linen fabric, used for tents, sails, etc. **2.** A sail or sailcloth. **3.** A picture painted on canvas. —*adj.* Made of canvas.

• **ca·pa·ble** (kā′pə bəl), *adj.* [fr. L. *capere* to take, contain.] Able; competent.

• **ca·pac·i·ty** (kə pas′ə ti), *n.* **1.** Amount of space inside; volume. **2.** Power of receiving and holding: *the capacity of a metal for holding heat.* **3.** Ability; power: *a great capacity for learning.* **4.** Position; relation: *A person may act in the capacity of a parent.* *pl.* **ca·pac·i·ties.**

• **car·a·van** (kar′ə van), *n.* [fr. Per. *kārwān* a caravan.] **1.** Group of persons traveling together for safety through a desert or dangerous country. **2.** Large covered wagon.

• **car·bo·hy·drate** (kär′bō hī′drāt), *n.* [fr. L. *carbo* coal + Gr. *hydōr* water.] Substance composed of carbon, hydrogen, and oxygen: *Sugar and starch are carbohydrates.*

• **car·riage** (kar′ij), *n.* [fr. F. *carier* to cart.] **1.** Vehicle that moves on wheels. **2.** Moving part of a machine that supports some other part. **3.** Manner of holding the head and body. **4.** Act of taking people or goods from one place to another. **5.** Cost or price of carrying.

• **car·toon** (kär tün′), *n.* [fr. L. *charta* paper.] **1.** Sketch or drawing showing persons, things, events, in an exaggerated way. **2.** An artist's full-size design or painting to be transferred or copied, as in fresco painting. **3.** Comic strip. —*v.* To make a cartoon of something.

• **cau·tion** (kô′shən), *n.* [fr. L. *cavere* to be on one's guard.] **1.** Act of being very careful; wariness. **2.** A warning. —*v.* To warn; notify of danger or risk.

• **cav·i·ty** (kav′ə ti), *n.* [L. *cavus* hollow.] Hole; hollow place. *pl.* **cav·i·ties.**

• **cease** (sēs), *v.* [fr. L. *cedere, cessum* to withdraw.] **1.** To stop; come to an end. **2.** To bring to an end; discontinue; leave off. **ceased, ceas·ing.**

• **ceil·ing** (sēl′ing), *n.* [fr. L. *caelum* sky, arched covering.] **1.** Inside top covering of a room. **2.** The greatest height to which an airplane can go under certain conditions. **3.** Height of clouds above the ground when half of the sky is cloudy. **4.** Upper limit set for prices, wages, rents, etc.; any maximum.

• **cel·er·y** (sel′ər i), *n.* [fr. Gr. *selinon* parsley.] Vegetable, with whitish stalks, which belongs to the carrot family.

• **cem·e·ter·y** (sem′ə ter′i), *n.* [fr. Gr. *koimētērion* a sleeping chamber, burial place, fr. *koiman* to put to sleep.] Place for burying the dead; graveyard. *pl.* **cem·e·ter·ies.**

• **cen·sus** (sen′səs), *n.* [L., fr. *censere* to value, tax.] An official count of the people of a country.

• **cen·tu·ry** (sen′chə ri), *n.* [fr. L. *centum* a hundred.] **1.** Each 100 years, counting from some special time, as the birth of Christ. **2.** Any period of 100 years. *pl.* **cen·tu·ries.**

• **ce·re·al** (sēr′i əl), *n.* [fr. L. *Ceres* goddess of growing things.] **1.** Any grass that produces a grain used as food. **2.** The grain. **3.** Food made from the grain. —*adj.* Having to do with grain.

• **cer·e·mo·ny** (ser′ə mō′ni), *n.* [fr. L. *caerimonia* a religious usage, sacred rite.] **1.** Special form or set of acts to be done on special occasions, such as Christmas, Easter, etc. **2.** Very polite conduct. **3.** A mere outward form. *pl.* **cer·e·mo·nies.**

• **chair·man** (chãr′mən), *n.* **1.** Person in charge of a meeting or any organized body. **2.** Man whose work is to carry or wheel people in a chair. *pl.* **chair·men.**

• **chal·lenge** (chal′enj), *n.* [fr. L. *calumniari* to attack with false accusations.] **1.** A summons to a fight. **2.** The message conveying the summons. **3.** Act of calling in question; a dispute. **4.** Sudden questioning or calling to answer. —*v.* **1.** To claim as due. **2.** To take exception to; dispute. **3.** To call or invite defiantly to a contest; dare. **4.** To summon to a duel. **5.** To claim a place; assert a right. **chal·lenged, chal·leng·ing.**

• **char·ac·ter** (kar′ik tər), *n.* [fr. Gr. *charaktēr*, fr. *charassein* to make sharp, engrave.] **1.** Sum total of all distinguishing qualities of a person or a race of people. **2.** Moral strength or weakness. **3.** Reputation. **4.** A distinguishing quality or feature of a person or thing. **5.** Person in a play or a book. **6.** Letter, mark, or sign used in writing or printing: *A, a, %, and + are characters.* **7.** An odd person.

• **char·i·ty** (char′ə ti), *n.* [fr. L. *caritas* dearness, love, fr. *carus* dear, loved.] **1.** Help given to the poor or suffering. **2.** An act or feeling of affection. **3.** Institution for helping the poor or suffering. **4.** Christian love of one's fellow men. **5.** Kindness in judging people's faults. *pl.* **char·i·ties.**

• **char·ter** (chär′tər), *n.* [fr. L. *charta* a sheet of paper.] Written document officially issued to bestow the right of organization and to give certain privileges. —*v.* **1.** To give a charter to. **2.** To hire.

• **chauf·feur** (shō′fər or shō fėr′), *n.* [fr. F. *chauffer* to heat.] Man whose work is driving an automobile. —*v.* To act as a chauffeur to.

• **chem·i·cal** (kem′ə kəl), *adj.* [fr. Gr. *chymos* juice.] **1.** Of chemistry. **2.** Made by or used in chemistry. —*n.* Any substance obtained by or used in a chemical process.

• **cho·ral** [1] (kô′rəl), *adj.* [fr. L. *choralis.*] **1.** Of a choir or chorus. **2.** Sung by a choir or chorus.

• **cho·ral** [2] (kə ral′ or kōr′əl), *n.* **1.** A hymn tune. **2.** A simple sacred tune, sung in unison.

• **chord** [1] (kôrd), *n.* [fr. L. *chorda* catgut.] **1.** String of a musical instrument. **2.** A particular emotion or feeling. **3.** A straight line connecting two points of a circum-

ference. **4.** A structure in an animal that looks like a string: *The chords in his neck stood out.*

• **chord** ² (kôrd), *n.* [fr. L. *cor, cordis* heart.] A combination of three or more musical notes sounded together in harmony.

• **ci·der** (sī′dər), *n.* [fr. Gr. *sikera* strong drink.] Juice, pressed from apples, used as a drink and in making vinegar.

• **cig·a·rette** (sig′ə ret′), *n.* [F.] A small roll of finely cut tobacco, enclosed in a thin sheet of paper, for smoking.

• **cinch** (sinch), *n.* [Sp. *cincha*, fr. L. *cingere* to gird.] **1.** A strong band for fastening a saddle or pack on a horse. **2.** (Slang) A sure and easy thing; a snap. —*v.* **1.** To fasten on with a cinch; bind firmly. **2.** (Slang) To get a sure hold upon.

• **cin·der** (sin′dər), *n.* [AS. *sinder* slag.] **1.** A piece of burned-up wood or coal. **2.** Wood or coal partly burned and no longer flaming.

• **cin·na·mon** (sin′ə mən), *n.* [fr. Gr. *kinnamōmon.*] **1.** Powdered spice made from the bark of a tree of the laurel family. **2.** Any tree yielding this bark. **3.** A yellowish- or reddish-brown color.

• **cir·cu·lar** (sėr′kū lər), *adj.* [L. *circularis.*] **1.** Round like a circle. **2.** Going around or moving in a circle. **3.** Sent to each of a number of people: *a circular letter.* —*n.* A letter or advertisement sent to a number of people.

• **cir·cum·fer·ence** (sər kum′fər əns), *n.* [fr. L. *circum* round, about + *ferre* to bear.] **1.** Distance around a circle; outside boundary or surface of anything. **2.** Distance around.

• **clus·ter** (klus′tər), *n.* [AS. *cluster, clyster.*] **1.** A number of things of the same kind growing or grouped together. **2.** A group of persons or things. —*v.* To be in a bunch; gather in a group.

• **com·e·dy** (kom′ə di), *n.* [fr. Gr. *kōmos* a holiday procession, an ode sung at it + *aeidein* to sing.] **1.** A light, amusing play or show having a happy ending. **2.** An amusing happening. *pl.* **com·e·dies.**

• **com·fort·a·ble** (kum′fər tə bəl), *adj.* **1.** Giving comfort. **2.** In comfort; at ease. **3.** (Informal) Enough for one's needs; fairly adequate: *She has a comfortable income.* —*n.* (U.S.) A stuffed or quilted bedcover.

• **com·mence·ment** (kə mens′mənt), *n.* [fr. L. *com* + *initiare* to begin.] **1.** A beginning; start. **2.** Day of graduation. **3.** Ceremonies of this day.

• **com·mer·cial** (kə mėr′shəl), *adj.* **1.** Of or relating to commerce or business. **2.** Having financial profit as the primary aim. —*n.* Part of a television or radio program that advertises something.

• **com·mis·sion** (kə mish′ən), *n.* [fr. L. *com* + *mittere* to send.] **1.** A written paper giving powers, privileges, and duties. **2.** Military or naval rank. **3.** Authority, power, or right given. **4.** Group of people appointed to do certain things: *The commission was appointed to investigate traffic problems.* **5.** A committing: *People are punished for the commission of crimes.* **6.** Pay based on a percentage of amount of business done. —*v.* **1.** To give a commission to. **2.** To give authority to. **3.** To put in service or use.

• **com·mit·tee** (kə mit′i), *n.* Group of persons appointed or elected to do certain things.

• **com·mu·ni·ca·tion** (kə mū′nə kā′shən), *n.* [fr. L. *communis* common.] **1.** The giving of information by talking, writing, etc. **2.** Information given in this way. **3.** Interchange of ideas or opinions. **4.** Passage; means of going from one to the other.

• **com·par·i·son** (kəm par′ə sən), *n.* [fr. L. *com* + *par* equal.] **1.** Act or process of comparing; finding out the likenesses and differences. **2.** A likening. **3.** Change in an adjective or adverb to show degrees of quality, quantity, or relation.

• **com·pass** (kum′pəs), *n.* [fr. L. *com* + *passus* a step, pace.] **1.** Instrument for showing directions, consisting of a needle that points to the magnetic north. **2.** Instrument for drawing circles and measuring distances. **3.** Enclosing limit or boundary of any area; circumference. **4.** Area; extent; range. **5.** Range of tones within the capacity of a voice or instrument. —*v.* **1.** To plot. **2.** To go or move around. **3.** To surround. **4.** To reach or bring about; accomplish.

• **com·pete** (kəm pēt′), *v.* [fr. L. *com* + *petere* to seek.] **1.** To try hard to obtain something wanted by others. **2.** To be rivals for; contend. **com·pet·ed, com·pet·ing.**

• **com·plaint** (kəm plānt′), *n.* [fr. L. *com* + *plangere* to strike, beat the breast in grief, lament.] **1.** Expression of grief, pain, or resentment; fault-finding. **2.** A cause for complaining. **3.** Sickness; ailment.

• **com·plex·ion** (kəm plek′shən), *n.* [fr. L. *com* + *plectere* to twist.] **1.** Color, quality, and general appearance of the skin. **2.** Nature; character: *The complexion of the war was changed by the two battles.*

• **com·pli·ment** ¹ (kom′plə mənt), *n.* [fr. L. *complere* to fill up.] **1.** Something good said about someone. **2.** A polite greeting: *The card said, "With the compliments of a friend."*

• **com·pli·ment** ² (kom′plə ment), *v.* To make or pay a compliment to.

• **com·pound** ¹ (kom pound′), *v.* [fr. L. *com* + *ponere* to put.] **1.** To mix; combine. **2.** To settle peaceably.

• **com·pound** ² (kom′pound or kom-pound′), *adj.* Having more than one part.

• **com·pound** [3] (kom′pound), *n.* **1.** Mixture. **2.** Substance formed by a chemical combination of two or more substances. **3.** A word made up of two or more distinct words.

• **com·pound** [4] (kom′pound), *n.* [Malay *kampun.*] In the East Indies, etc., an enclosure containing a house, outbuildings, etc., especially, one occupied by foreigners.

• **com·pro·mise** (kom′ prə mīz), *n.* [fr. L. *com* + *promittere* to promise.] **1.** Settlement of a quarrel or difference of opinion by a partial yielding on both sides. **2.** Anything halfway between two different things. **3.** A surrender. —*v.* **1.** To settle a dispute by each side agreeing that he will give up part of what he demands. **2.** To put under suspicion. **3.** To expose to discredit. **com·pro·mised, com·pro·mis·ing.**

• **con·ceal** (kən sēl′), *v.* [fr. L. *con* + *celare* to hide.] To hide; keep secret.

• **con·demn** (kən dem′), *v.* [fr. L. *con* + *damnare* to condemn.] **1.** To express strong disapproval of; criticize. **2.** To pronounce guilty of crime or wrong. **3.** To declare not sound or suitable for use: *The house was condemned after the fire.* **4.** To take for public use: *The houses were condemned to make room for a highway.*

• **con·duc·tor** (kən duk′tər), *n.* [fr. L. *con* + *ducere* to lead.] **1.** Person who conducts. **2.** Director of an orchestra, chorus, etc. **3.** Person in charge of a bus, streetcar, train, etc. **4.** Thing that transmits heat, light, sound, electricity, etc.

• **con·fed·er·a·tion** (kən fed′ər ā′shən), *n.* [fr. L. *con* + *foederare* to establish by treaty or league.] **1.** Act of joining together in a league or alliance. **2.** Group of countries, states, etc., joined together for a special purpose: *The colonies formed a confederation.*

• **con·fi·dent** (kon′fə dənt), *adj.* [fr. L. *con* + *fidere* to trust.] **1.** Fully trusting; certain. **2.** Having confidence; self-reliant.

• **con·firm** (kən fėrm′), *v.* [fr. L. *con* + *firmare* to make firm, fr. *firmus* firm.] **1.** To prove to be true or correct. **2.** To approve; consent to. **3.** To establish; strengthen: *The sudden storm confirmed my decison to stay.* **4.** To admit to full membership in a church.

• **con·flict** [1] (kən flikt′), *v.* [fr. L. *con* + *fligere* to strike.] To clash; disagree.

• **con·flict** [2] (kon′flikt), *n.* **1.** Fight; battle. **2.** Clash of opinions, interests, etc. **3.** A dashing together.

• **con·fuse** (kən fūz′), *v.* [fr. L. *con* + *fundere* to pour.] **1.** To mix up. **2.** To bewilder; perplex. **3.** To mistake (one thing for another). **con·fused, con·fus·ing.**

• **con·junc·tion** (kən jungk′shən), *n.* [fr. L. *con* + *jungere* to join.] **1.** Act of joining together; union; connection. **2.** A word that connects words, phrases, clauses, or sentences.

• **con·scious** (kon′shəs), *adj.* [fr. L. *con* + *scire* to know.] **1.** Aware or sensible (of an inward state or outward fact). **2.** Known to oneself; felt. **3.** Self-conscious. **4.** Mentally awake or active. **5.** Intentional.

• **con·serve** [1] (kon′sėrv or kən sėrv′), *n.* Fruit preserved in sugar.

• **con·serve** [2] (kən sėrv′), *v.* [fr. L. *con* + *servare* to guard.] **1.** To protect from harm or loss; keep in a safe state. **2.** To preserve (fruit) with sugar. **con·served, con·serving.**

• **con·sid·er·a·ble** (kən sid′ər ə bəl), *adj.* **1.** Worth thinking about; of importance. **2.** Not a little; much.

• **con·sid·er·a·tion** (kən sid′ər ā′shən), *n.* **1.** Careful thought. **2.** A result of careful thought; a reason: *They were guided by several considerations.* **3.** Money or other payments. **4.** Thoughtfulness of others. **5.** Importance.

• **con·trib·ute** (kən trib′ūt), *v.* [fr. L. *con* + *tribuere* to grant.] **1.** To give money or help, along with others. **2.** To write for a newspaper, magazine, etc. **con·tributed, con·trib·ut·ing.**

• **con·tro·ver·sy** (kon′trə vėr′si), *n.* [fr. L. *contra* against, in opposition to + *vertere* to turn, change.] A dispute; an argument; a quarrel. *pl.* **con·tro·ver·sies.**

• **con·ven·ience** (kən vēn′yəns), *n.* [fr. L. *con* + *venire* to come.] **1.** Fact or quality of being convenient; fitness; suitability. **2.** Personal comfort; ease. **3.** Thing that saves trouble or work; labor-saving device. **4.** Convenient time; opportunity.

• **con·vey** (kən vā′), *v.* [fr. L. *con* + *via* way.] **1.** To carry; transport. **2.** To transmit; conduct. **3.** To make known; communicate. **4.** To transfer; pass the title to another person.

• **con·vict** [1] (kən vikt′), *v.* [fr. L. *con* + *vincere* to conquer.] To prove or declare guilty.

• **con·vict** [2] (kon′vikt), *n.* Person convicted of or serving a sentence for a crime.

• **corps** (kôr), *n.* [fr. L. *corpus* body.] **1.** An organized subdivision of the military establishment; a military unit, smaller than an army. **2.** Group of people organized to work together. *pl.* **corps** (kôrz).

• **cor·re·spon·dence** (kôr′ə spon′dəns), *n.* **1.** Agreement or relation existing between certain things. **2.** Exchange of letters. **3.** Letters.

• **cou·pon** (kü′pon or kū′pon), *n.* [F., fr. *couper* to cut.] **1.** A printed statement of interest due on a bond which can be cut from the bond and be presented for payment. **2.** Part of a ticket, package, etc., that gives the holder certain rights.

• **cour·te·ous** (kėr′ti əs), *adj.* [fr. L. *cohors* enclosure, court, crowd.] Polite; civil.

• **cre·ate** (kri āt′), *v.* [fr. L. *creare* to create.] **1.** To bring into being; make. **2.** To give a new character, function, or status to: *to create a man a knight.* **3.** To produce, form, or bring to pass by influence over others. **4.** To produce as a work of art. **5.** To be the cause or occasion of: *Do not create a disturbance.* **cre·at·ed, cre·at·ing.**

• **crea·ture** (krē′chər), *n.* [fr. L. *creatura.*] **1.** A living created being; an animal or a human being. **2.** Person completely under the influence of another; a tool.

• **cri·sis** (krī′sis), *n.* [fr. Gr. *krisis,* fr. *krinein* to separate.] **1.** Turning point in a disease toward recovery or death. **2.** A decisive event in history. **3.** Time of danger or anxiety. *pl.* **cri·ses** (krī′sēz).

• **cro·quet** (krō kā′), *n.* [probably fr. F. *crochet* a hooked stick.] An outdoor game played by knocking wooden balls with mallets through small wickets.

• **cruise** (krüz), *v.* [D. *kruisen* to zigzag, fr. *kruis* cross, fr. L. *crux* cross.] **1.** To sail about from place to place with no set destination. **2.** To journey or travel from place to place. **3.** To go wandering about. **4.** To inspect forest land in order to estimate its yield in lumber. **cruised, cruis·ing.** —*n.* Act of cruising; voyage made by cruising.

• **cru·sade** (krü sād′), *n.* [fr. L. *crux* cross.] **1.** Any one of the Christian military expeditions in the 11th, 12th, and 13th centuries to recover the Holy Land from the Mohammedans. **2.** A campaign against a public evil or for some new idea. **3.** War having a religious purpose. —*v.* To take part in a crusade. **cru·sad·ed, cru·sad·ing.**

• **crys·tal** (kris′təl), *n.* [fr. Gr. *krystallos,* fr. *kryos* icy cold, frost.] **1.** Quartz that is transparent. **2.** Piece of glass cut to form an ornament. **3.** A very transparent glass. **4.** Glass over the face of a watch. **5.** A piece with angles and flat surfaces into which a substance solidifies: *salt crystals.* **6.** Piece of quartz used in radio. —*adj.* **1.** Made of crystal. **2.** Clear and transparent like crystal: *The fortuneteller used a crystal ball.*

• **cu·cum·ber** (kū′kum bər), *n.* [fr. L. *cucumis* a cucumber.] **1.** The long, juicy fruit of a vine of the gourd family, cultivated as a garden vegetable, which is usually eaten uncooked in a salad. **2.** Vine that it grows on.

• **cu·ri·os·i·ty** (kūr′i os′ə ti), *n.* [fr. L. *cura* care.] **1.** Eager desire to know. **2.** A strange, rare object. *pl.* **cu·ri·os·i·ties.**

• **curve** (kėrv), *n.* [L. *curvus* bent, curved.] **1.** Line that has no straight part. **2.** Something having the shape of a curve: *a curve in the road.* —*v.* **1.** To bend so as to form a curve. **2.** To move in a curve. **curved, curv·ing.** —*adj.* Curved: *They used a curved piece of wire to pick the lock.*

• **cyl·in·der** (sil′ən dər), *n.* [fr. Gr. *kylindein* to roll.] **1.** A hollow or solid body shaped like a roller. **2.** Any body in the form of a cylinder.

* d *

• **de·ceive** (di sēv′), *v.* [fr. L. *de* + *capere* to catch, take.] To mislead; cheat; lie. **de·ceived, de·ceiv·ing.**

• **de·com·po·si·tion** (dē′kom pə zish′ən), *n.* [fr. F. *de* + *com* + *poser* to place.] Decay; rot.

• **de·crease**[1] (di krēs′), *v.* [fr. L. *de* + *crescere* to grow.] **1.** To grow or become less. **2.** To make less. **de·creased, de·creas·ing.**

• **de·crease**[2] (dē′krēs or dē krēs′), *n.* **1.** A growing or becoming less. **2.** Amount by which a thing becomes or is made less.

• **del·e·gate**[1] (del′ə git or del′ə gāt), *n.* [fr. L. *de* + *legare* to send with a commission.] A person given power or authority to act for others; a representative.

• **del·e·gate**[2] (del′ə gāt), *v.* **1.** To appoint or send a person as a delegate. **2.** To give over one's power or authority to another as agent. **del·e·gat·ed, del·e·gat·ing.**

• **de·li·cious** (di lish′əs), *adj.* [fr. L. *delicere* to allure.] Affording pleasure; delightful.

• **dem·on·strate** (dem′ən strāt), *v.* [fr. L. *de* + *monstrare* to show.] **1.** To prove. **2.** To show how something is done by use of examples. **3.** To show or prove publicly. **4.** To show feeling openly. **dem·on·strat·ed, dem·on·strat·ing.**

• **de·ny** (di nī′), *v.* [fr. L. *de* + *negare* to deny.] **1.** To declare something is not true. **2.** To say that one does not accept: *deny a political platform.* **3.** To refuse: *He could not deny her request.* **4.** To refuse to acknowledge: *He denied his statements.* **de·nied, de·ny·ing.**

• **des·per·ate** (des′pər it), *adj.* [fr. L. *de* + *sperare* to hope.] **1.** Reckless because of hopelessness: *a desperate thief.* **2.** With little or no hope of improvement: *a desperate sickness.* **3.** Extreme or excessive.

• **de·spise** (di spīz′), *v.* [fr. L. *de* + *spicere* to look.] To look down upon; scorn: *He despises a liar.* **de·spised, de·spis·ing.**

• **des·ti·na·tion** (des′tə nā′shən), *n.* **1.** Place to which a person or thing is going. **2.** Act of setting apart for a particular purpose or use.

• **de·tect** (di tekt′), *v.* [fr. L. *de* + *tegere* to cover.] **1.** To find out; discover the action or character of. **2.** To discover the existence of (something hidden).

• **de·tec·tive** (di tek′tiv), *n.* One whose work is finding out information secretly. —*adj.* Concerned with discovering or finding out.

• **de·vice** (di vīs′), *n.* [fr. L. *dividere* to divide.] **1.** Mechanical invention used for a special purpose. **2.** Plan; scheme; trick: *By some device he got the list of names of the members.* **3.** A picture or design on a coat of arms; a motto. **4.** (Plural) Will; desire.

• **de·vote** (di vōt′), *v.* [fr. L. *de* + *vovere* to vow.] **1.** To give up oneself, time, money, or efforts to some purpose, person, or service. **2.** To set apart and dedicate to a sacred or other particular purpose. **de·vot·ed, de·vot·ing.**

• **di·am·e·ter** (di am′ə tər), *n.* [fr. Gr. *diá* across + *metron* measure.] **1.** A straight line passing through the center of a circle, sphere, etc., from one side to the other. **2.** The length of such a line.

• **di·a·mond** (dī′ə mənd), *n.* [fr. Gr. *adamas* diamond.] **1.** Colorless or tinted precious stone, formed of crystals of pure carbon. **2.** Tool having a diamond tip for cutting glass. **3.** A plane figure shaped like this ◇. **4.** Playing card with a red diamond design on it. **5.** Space inside the lines that connect the bases in baseball; infield.

• **di·a·ry** (dī′ə ri), *n.* [fr. L. *dies* day.] **1.** A daily record of observations, doings, etc. **2.** A book for keeping such a record. *pl.* **di·a·ries.**

• **dic·ta·tor** (dik′tā tər), *n.* [L., fr. *dictare* to suggest, remind.] One who dictates; one who exercises supreme authority in a state.

• **dif·fer·ence** (dif′ər əns), *n.* [fr. L. *dis* + *ferre* to bear, carry.] **1.** Condition of being different; unlike. **2.** Way in which people and things differ. **3.** Distinction, as in treatment. **4.** Amount by which one quantity is different from another; what is left after subtracting one number from another. **5.** Disagreement; dispute.

• **dif·fi·cult** (dif′ə kult), *adj.* [fr. L. *dis* + *facilis* easy.] **1.** Hard to do or understand; not easy. **2.** Hard to get along with or please.

• **dig·ni·ty** (dig′nə ti), *n.* [fr. L. *dignus* worthy.] **1.** Proud and self-respecting character or manner; stateliness. **2.** Worth; state of being noble, worthy, or stately. **3.** High rank, office, position: *the dignity of the presidency.* *pl.* **dig·ni·ties.**

• **di·plo·ma** (də plō′mə), *n.* [fr. Gr. *diploos* twofold.] **1.** Certificate given by a school to its graduates. **2.** Any certificate that gives rights, privileges, honors, etc. **3.** A historical or state document.

• **dis·ap·point·ment** (dis′ə point′mənt), *n.* **1.** State of feeling disappointed; failure of hope or expectations. **2.** Person or thing that causes disappointment. **3.** Act or fact of disappointing.

• **dis·cov·er·y** (dis kuv′ər i), *n.* **1.** Act of discovering, revealing, or finding out. **2.** Thing discovered or found out. *pl.* **dis·cov·er·ies.**

• **dis·grace** (dis grās′), *n.* [fr. It. *dis* + *grazia* grace, fr. L. *gratia* favor, regard.] **1.** Loss of honor or respect. **2.** Cause of dishonor or shame. **3.** Loss of favor or trust; shame. —*v.* To cause disgrace to; dishonor. **dis·graced, dis·grac·ing.**

• **dis·guise** (dis gīz′), *v.* [fr. L. *dis* + F. *guise* guise.] **1.** To make a change in clothes or appearance to hide one's identity. **2.** To make a thing seem like something else. **dis·guised, dis·guis·ing.** —*n.* **1.** The use of changed appearance or clothes in order not to be known. **2.** Clothes, actions, etc., used to make a person look like someone else. **3.** A false or misleading appearance.

• **dis·o·bey** (dis′ə bā′), *v.* [fr. L. *dis* + *obedire* to obey.] To refuse or neglect to obey.

• **dis·solve** (di zolv′), *v.* [fr. L. *dis* + *solvere* to loose, free.] **1.** To make or become liquid by putting or being put into a liquid; to cause to pass into solution. **2.** To break up; end: *dissolve a partnership.* **3.** To fade away; lose power. **4.** To solve; explain; clear up. **5.** To separate into parts. **dis·solved, dis·solv·ing.**

• **dis·trib·ute** (dis trib′ūt), *v.* [fr. L. *dis* + *tribuere* to allot.] **1.** To divide and give out in shares; deal out. **2.** To spread; scatter. **3.** To classify. **dis·trib·ut·ed, dis·trib·ut·ing.**

• **dis·turb** (dis tėrb′), *v.* [fr. L. *dis* + *turbare* to disturb, trouble.] **1.** To destroy the peace, quiet, or rest of. **2.** To put out of place: *She disturbed the papers on my desk.* **3.** To make uneasy; trouble. **4.** To interrupt.

• **doc·u·ment¹** (dok′ū mənt), *n.* [fr. L. *docere* to teach.] Something written or printed that gives information or proof of some fact; a paper.

• **doc·u·ment²** (dok′ū ment), *v.* **1.** To provide with documents. **2.** To furnish documentary evidence of. **3.** To furnish with exact authoritative references as proof of statements made.

• **dor·mi·to·ry** (dôr′mə tô′ri), *n.* [fr. L. *dormire* to sleep.] A room, apartment, or building containing sleeping accommodations. *pl.* **dor·mi·to·ries.**

• **dumb** (dum), *adj.* [AS.] **1.** Lacking the power of speech; speechless. **2.** Not willing to speak; silent. **3.** (U.S., Informal) Stupid; dull.

• **du·pli·cate¹** (dü′plə kit or dū′plə kit), *adj.* [fr. L. *duplicare* to double.] **1.** Exactly like something else. **2.** Double; twofold. **3.** The same hands in cards played by different players: *duplicate bridge.* —*n.* That which resembles something else; a copy; a reproduction.

• **du·pli·cate²** (dü′plə kāt or dū′plə kāt), *v.* **1.** To double; fold. **2.** To make a copy of. **du·pli·cat·ed, dup·li·cat·ing.**

* e *

• **e·co·nom·i·cal** (ē'kə nom'ə kəl or ek'ə nom'ə kəl), *adj.* [fr. Gr. *oikos* house + *nemein* to manage.] **1.** Saving; thrifty. **2.** Having to do with economics.

• **e·di·tion** (i dish'ən), *n.* **1.** Form in which a literary work is published. **2.** All the copies of a book, etc., published at one time. **3.** One of the several issues of a newspaper published for a single day.

• **ed·u·ca·tion·al** (ed'jə kā'shən əl), *adj.* **1.** Of or having to do with education. **2.** Giving education: *educational program.*

• **ef·fi·cient** (i fish'ənt), *adj.* [fr. L. *ex* + *facere* to make.] Highly capable or productive; effective in operation: *The workers were efficient in getting the job done.*

• **e·lec·tric·i·ty** (i lek'tris'ə ti), *n.* **1.** Form of energy, which can be generated by friction, induction, or chemical changes, and which can be made to produce light, heat, etc. **2.** An electric current.

• **el·e·ment** (el'ə mənt), *n.* [fr. L. *elementum* simple substance.] **1.** One of the limited number of distinct varieties of matter, such as gold, iron, carbon, etc., which alone or combined compose substances of all kinds. **2.** One of the parts of which anything is made up. **3.** One of the four substances—earth, air, water, and fire—which were once thought to make up all physical things. **4.** Natural or suitable surroundings.

• **em·bar·rass** (em bar'əs), *v.* [fr. L. *in* + *barra* bar.] **1.** To make self-conscious; perplex; confuse. **2.** To complicate. **3.** To hinder. **4.** To involve in financial difficulties.

• **e·mer·gen·cy** (i mer'jən si), *n.* Sudden need for immediate action. *pl.* **e·mer·gen·cies.**

• **en·cour·age** (en kėr'ij), *v.* [fr. L. *in* + *cor* heart.] **1.** To give hope, confidence, courage to; urge on. **2.** To give help to; support. **en·cour·aged, en·cour·ag·ing.**

• **en·er·gy** (en'ər ji), *n.* [fr. Gr. *en* in + *ergon* work.] **1.** Strength; force; power. **2.** Capacity of acting. **3.** Capacity for performing work. **4.** Power. *pl.* **en·er·gies.**

• **e·nor·mous** (i nôr'məs), *adj.* [fr. L. *e* out + *norma* rule.] **1.** Greatly exceeding the usual size, number, etc.; huge; immense. **2.** Greatly exceeding the average or usual; outrageous.

• **en·roll** or **en·rol** (en rōl'), *v.* [fr. L. *in* + *rota* wheel.] **1.** To write in a list; record; enlist. **2.** To have one's name written in a list. **3.** To make or become a member. **4.** To roll, coil, or wrap up. **en·rolled, en·roll·ing.**

• **en·ti·tle** (en tī'təl), *v.* [fr. L. *in* + *titulus* title, label.] **1.** To give a title or name to; call. **2.** To give a right or claim to; qualify one for. **en·ti·tled, en·ti·tling.**

• **ep·i·dem·ic** (ep'ə dem'ik), *n.* [fr. Gr. *epi* in + *demos* people.] The rapid spreading of a disease, idea, fashion, etc., among many people. —*adj.* Affecting many people at the same time; widespread.

• **e·qual** (ē'kwəl), *adj.* [fr. L. *aequus* even, equal.] **1.** The same in amount, number, size, rank, etc.; same; as much as; neither more nor less. **2.** Level. **3.** Evenly balanced or proportioned. —*n.* Person or thing that is equal. —*v.* **1.** To be the same as; equal to. **2.** To make or do something equal to; match. **e·qualed, e·qual·ing.**

• **e·quip·ment** (i kwip'mənt), *n.* [fr. F. *equiper* to supply.] **1.** Act of furnishing all that is needed; state of being equipped. **2.** What a person or thing is equipped with; furnishings; outfit; supplies. **3.** Knowledge; skill; ability.

• **e·rupt** (i rupt'), *v.* [fr. L. *e* out + *rumpere* to break.] **1.** To burst or break forth, as lava or ashes from a volcano. **2.** To break out in a rash. **3.** To throw forth: *The volcano erupts stones and lava when it is active.*

• **es·say**[1] (e sā'), *v.* [fr. L. *ex* out + *agere* to drive, do.] **1.** To test or try out. **2.** To attempt; try.

• **es·say**[2] (es'ā), *n.* **1.** A literary composition. **2.** (Also e sā') An attempt; a try.

• **es·sen·tial** (ə sen'shəl), *adj.* [fr. L. *esse* to be.] **1.** Necessary; very important. **2.** Of, like, or constituting the essence of a substance. —*n.* A necessary element.

• **e·ther** (ē'thər), *n.* [fr. Gr. *aithēr.*] **1.** A colorless, strong-smelling liquid used in modern medicine to produce unconsciousness. **2.** Upper regions of space above the earth. **3.** Invisible substance once supposed to fill all space.

• **e·vap·o·rate** (i vap'ə rāt), *v.* [fr. L. *e* out + *vapor* steam or vapor.] **1.** To change from a liquid or solid into a vapor. **2.** To remove water or other liquid from something. **3.** To disappear or escape in the manner of vapor. **e·vap·o·rat·ed, e·vap·o·rat·ing.**

• **ev·er·green** (ev'ər grēn'), *adj.* Having green leaves all the year. —*n.* An evergreen plant.

• **ex·cur·sion** (eks kėr'zhən), *n.* [fr. L. *ex* out + *currere* to run.] **1.** A going forth; an expedition. **2.** A pleasure trip; a brief trip. **3.** The people taking the trip. **4.** Trip on which fares charged are lower than the usual ones. **5.** A turning aside from a definite path.

• **ex·ec·u·tive** (eg zek'ū tiv), *adj.* [fr. L. *ex* out + *sequi* to follow.] Having to do with the conducting of affairs. —*n.* **1.** Person who conducts affairs. **2.** Person, group, or branch of the government that has the duty and power of putting laws into effect.

• **ex·haust** (eg zôst'), *v.* [fr. L. *ex* out + *haurire, haustum* to draw, especially water.] **1.** To empty completely; use up. **2.** To tire very much. **3.** To drain of strength and resources: *The long war exhausted the country.* **4.** To study or treat thoroughly. —*n.* **1.** The escape of used

steam, gasoline, etc., from a machine. **2.** Way for used steam, etc., to escape from an engine. **3.** The used steam, gasoline, etc., that escapes: *He was bothered by the exhaust from the engine.*

• **ex·hib·it** (eg zib'it), *v.* [fr. L. *ex* out + *habere* to have.] **1.** To show. **2.** To show publicly; display. —*n.* **1.** Thing or things shown. **2.** Act of showing; a display: *Dan went to the science exhibit at the auditorium.*

• **ex·ile** (eg'zīl or ek'sīl), *v.* [fr. L. *ex* out + *salire* to leap, spring.] To force a person to leave his country or home; banish; expel. **ex·iled, ex·il·ing.** —*n.* **1.** A forced, and sometimes voluntary, removal from one's own country; banishment. **2.** Person who is expelled or who separates himself from his country. **3.** Sometimes voluntary absence from one's country.

• **ex·ist·ence** (eg zis'təns), *n.* **1.** Fact or state of having real being. **2.** Actual occurrence. **3.** A specific being.

• **ex·pand** (eks pand'), *v.* [fr. L. *ex* out + *pandere* to spread out, open.] **1.** To increase in size; enlarge. **2.** To spread out; open wide. **3.** To develop or work out in greater detail.

• **ex·pen·sive** (eks pen'siv), *adj.* Costly; high-priced.

• **ex·per·i·ment**[1] (eks per'ə mənt), *n.* [fr. L. *ex* out + the root of *peritus* experienced.] **1.** A test or trial to find out something. **2.** A conducting of tests and trials: *His experiment took many weeks.*

• **ex·per·i·ment**[2] (eks per'ə ment), *v.* To try in order to find out; make trials or tests.

• **ex·pert**[1] (eks pėrt' or eks'pėrt), *adj.* **1.** Very skillful; knowing a great deal about some special thing. **2.** From an expert.

• **ex·pert**[2] (eks'pėrt), *n.* **1.** A very skillful person. **2.** A specialist.

• **ex·plode** (eks plōd'), *v.* [fr. L. *ex* out + *plaudere, plodere* to clap, applaud.] **1.** To burst with a loud noise. **2.** To cause to burst noisily. **3.** To bring into disgrace and reject; destroy belief in. **ex·plod·ed, ex·plod·ing.**

• **ex·qui·site** (eks'kwi zit or eks kwiz'it), *adj.* [fr. L. *ex* out + *quaerere* to search.] **1.** Very lovely; delicate. **2.** Sharp; intense: *exquiste agony.* **3.** Of highest excellence; highly accomplished. **4.** Keenly appreciative: *She has exquisite taste in art.*

• **ex·ten·sive** (eks ten'siv), *adj.* **1.** Of great extent; wide; large. **2.** Affecting many things. **3.** Concerning any system of farming in which large areas of land are used with little labor and money.

• **ex·traor·di·nar·y** (eks trôr'də ner'i), *adj.* [fr. L. *extra ordinem* outside the usual order.] **1.** Beyond what is ordinary. **2.** Remarkable. **3.** (Also eks'trə ôr'də ner'i) Employed for a special service; special: *He was appointed ambassador extraordinary.*

* f *

• **fa·cil·i·ty** (fə sil'ə ti), *n.* [fr. L. *facere* to make, do.] **1.** Absence of difficulty; ease. **2.** Power to do something easily; dexterity. **3.** Something which makes an action easy: *The facilities for study were very good.* **4.** Easiness to be persuaded; pliancy. *pl.* **fa·cil·i·ties.**

• **fac·ul·ty** (fak'əl ti), *n.* [fr. L. *facere* to make.] **1.** Ability to act or do. **2.** Power of mind or body: *faculty of hearing.* **3.** Power to do some special thing; gift. **4.** Teachers of a school, college, or university. *pl.* **fac·ul·ties.**

• **fas·ci·nate** (fas'ə nāt), *v.* [fr. L. *fascinum* a spell.] **1.** To attract very strongly; captivate. **2.** To hold motionless by a strange power; hold spellbound. **fas·ci·nat·ed, fas·ci·nat·ing.**

• **fa·tal** (fā'təl), *adj.* [fr. L. *fatum* what is ordained by the gods, fate.] **1.** Causing death, destruction, or ruin; deadly. **2.** Important; fateful; decisive: *a fatal day.*

• **fau·cet** (fô'sit), *n.* [F. *fausset.*] A fixture for drawing a liquid from a pipe, cask, etc.

• **fea·ture** (fē'chər), *n.* [fr. L. *facere* to make.] **1.** Part of the face. **2.** A distinct part or quality; characteristic; trait. **3.** (U.S.) Main motion picture shown on a bill with other pictures. **4.** A special article, comic strip, etc., in a newspaper. —*v.* **1.** To be a feature of. **2.** (Informal) To make a feature of. **fea·tured, fea·tur·ing.**

• **fed·er·al** (fed'ər əl), *adj.* [L. *foedus* league, treaty, compact.] **1.** Relating to a compact or league between states that give up many of their sovereign rights to unite and form a new state. **2.** Having to do with the central government formed in this way.

• **fer·tile** (fėr'təl), *adj.* [fr. L. *ferre* to bear, produce.] **1.** Able to produce much; productive. **2.** Able to reproduce. **3.** Plentiful. **4.** Capable of growing or developing into a new individual: *Chickens hatch from fertile eggs.*

• **fes·ti·val** (fes'tə vəl), *n.* [fr. L. *festum* holiday, feast.] **1.** A time of feasting and celebrating; a feast. **2.** Entertainment; celebration. —*adj.* Having to do with a festival.

• **fi·ber** (fī'bər), *n.* [fr. L. *fibra.*] **1.** A thread or threadlike part. **2.** Substance made up of threadlike parts. **3.** That which gives texture; character; nature.

• **fierce** (fērs), *adj.* [fr. L. *ferus* wild, savage, cruel.] **1.** Savage; wild; of a nature to inspire terror. **2.** Extreme in intensity; overpowering.

• **fier·y** (fīr'i), *adj.* **1.** Consisting of fire; containing fire; flaming. **2.** Like fire; glowing. **3.** Full of feeling or spirit: *a fiery speech.* **4.** Easily excited: *a fiery temper.*

• **fil·tra·tion** (fil trā'shən), *n.* **1.** A filtering. **2.** Act of being filtered; act of straining.

• **fi·nance** (fə nans' or fī'nans), *n.* [fr. F. *finer* to pay, settle, end, fr. *fin* end.] **1.** Money matters. **2.** Money

resources, especially of a government. **3.** Management of large sums of money. —*v.* **1.** To provide money for. **2.** To manage the finances of. **fi·nanced, fi·nanc·ing.**

• **flan·nel** (flan′əl), *n.* [W. *gwlanen* flannel, fr. *gwlan* wool.] A soft, warm woolen cloth. —*adj.* Made of flannel.

• **fla·vor** (flā′vər), *n.* [F. *fleur, flaur* odor.] **1.** Taste. **2.** Thing used to give an added taste to. **3.** A characteristic quality. **4.** Odor; fragrance. —*v.* **1.** To give an added taste to: *We flavored the pudding with vanilla.* **2.** To give flavor or relish to.

• **for·bid·den** (fər bid′ən). Past participle of verb *forbid*, to prohibit. Hence: *adj.* Not allowed; prohibited.

• **for·mer·ly** (fôr′mər li), *adv.* In time past; some time ago; once.

• **foul** (foul), *adj.* [AS. *fūl.*] **1.** Dirty; nasty; filthy. **2.** Wicked; vile. **3.** Unfair; dishonest. **4.** Unfavorable; stormy: *Foul weather kept all planes on the ground.* —*n.* **1.** In some games, a thing done contrary to the rules. **2.** A hit in baseball that falls outside the base lines. —*v.* **1.** To make or become dirty; soil. **2.** To make a foul against. **3.** To hit a baseball so that it falls outside the base lines. **4.** To get tangled up with: *The rope fouled the anchor chain.* **5.** Come into collision with. **6.** Clog up.

• **fun·da·men·tal** (fun′də men′təl), *adj.* [fr. L. *fundare* to lay the bottom.] Of the foundation or basis; essential. —*n.* An essential part.

• **fur·ther** (fėr′ᴛнər), *adj.* [fr. AS. *furthra.*] **1.** Farther; more distant. **2.** More; additional. —*adv.* **1.** At or to a greater distance; to a greater extent or degree. **2.** In addition; furthermore. —*v.* To promote; help forward; advance.

• **fur·ther·more** (fėr′ᴛнər môr), *adv.* Moreover; besides; also.

* g *

• **gal·ler·y** (gal′ər i), *n.* **1.** A long, narrow platform or passage projecting from the wall of a building. **2.** Balcony. **3.** The highest balcony in a theater. **4.** People who sit there. **5.** Group of spectators at a show, contest, etc. **6.** Room or building used for exhibition of works of art; a collection of paintings. **7.** Room or building used for a special purpose: *shooting gallery.* **8.** An underground passage. *pl.* **gal·ler·ies.**

• **gal·lop** (gal′əp), *n.* [F. *galoper* to gallop.] **1.** A fast gait of a horse or other four-footed animal. **2.** A ride on a galloping animal. **3.** Rapid progression, as if by leaps. —*v.* **1.** To ride or go at a gallop. **2.** To cause to gallop. **3.** To hurry.

• **gar·bage** (gär′bij), *n.* Waste animal or vegetable matter; refuse; trash.

• **gen·der** (jen′dər), *n.* [fr. L. *genus* birth, race, kind, gender.] **1.** A classification of words as masculine, feminine, neuter, etc. **2.** One of these classifications.

• **gen·er·a·tion** (jen′ər ā′shən), *n.* **1.** Act or process of producing offspring. **2.** All of the people born at about the same time. **3.** The time from the birth of one generation to the birth of the next generation, or about 33 years. **4.** One step or degree in the descent of a family: *There were four generations at the birthday party—great-grandmother, grandmother, mother, and child.* **5.** Production.

• **gen·er·ous** (jen′ər əs), *adj.* [fr. L. *genus* birth, race.] **1.** Unselfish; liberal. **2.** Honorable. **3.** Large; plentiful; abundant. **4.** Full of spirit or strength; rich.

• **gla·cier** (glā′shər), *n.* [fr. L. *glacies* ice fields.] A large mass of ice, which is formed where snowfall exceeds melting and which moves slowly down a mountain or valley: *There are glaciers in the Alps and in parts of Greenland.*

• **glid·er** (glīd′ər), *n.* **1.** One that glides. **2.** A motorless aircraft which depends upon air currents to keep it in the air. **3.** A kind of porch swing.

• **grav·i·ty** (grav′ə ti), *n.* [fr. L. *gravis* heavy.] **1.** The natural force which causes objects to move or tend to move toward the center of the earth. **2.** Natural force that makes objects tend to move toward each other. **3.** Weight. **4.** Seriousness; importance. *pl.* **grav·i·ties.**

• **grief** (grēf), *n.* [fr. F. *grever* to distress, burden.] **1.** Deep sadness caused by trouble or loss. **2.** Cause of sadness or sorrow. **3.** Disaster; failure.

• **guar·an·tee** (gar′ən tē′), *n.* **1.** A promise to pay or do something if another fails to do it; a backing. **2.** Person who makes this promise. **3.** Something given or held as security; a security or pledge. —*v.* **1.** To give a guarantee for; stand back of. **2.** To secure (against or from): *He guaranteed the bank against loss.* **guar·an·teed, guar·an·tee·ing.**

* h *

• **hang·ar** (hang′ər), *n.* [F.] A shelter or shed, usually for housing airplanes.

• **har·bor** (här′bər), *n.* [ME. *herbore.*] **1.** Place of shelter for ships and boats; a port. **2.** Any place of shelter. —*v.* **1.** To entertain as a guest; give shelter to. **2.** To take shelter; to lodge for a time. **3.** To keep in the mind: *Do not harbor evil thoughts.*

• **har·mo·ny** (här′mə ni), *n.* [fr. Gr. *harmos* a fitting.] **1.** A getting along well together; agreement in opinions, interests, and facts, etc. **2.** An orderly and pleasing arrangement of parts, giving unity of effect. **3.** The sounding together of musical notes in a chord. **4.** Sweet or musical sound. *pl.* **har·mo·nies.**

• **harsh·ness** (härsh′nis), *n.* **1.** Roughness; sharpness; unpleasantness. **2.** Cruelty; severity.
• **hatch·et** (hach′it), *n.* [F. *hachette* little ax.] A small ax with a short handle.
• **haunt·ed** (hôn′tid). Past tense and past participle of verb *haunt.* Hence: *adj.* Visited by ghosts.
• **head·line** (hed′līn′), *n.* **1.** Words, printed above an article in a newspaper, telling what it is about. **2.** Line printed at the top of a page giving the running title, page number, etc. —*v.* To furnish (an item) with a headline. **head·lined, head·lin·ing.**
• **head·quar·ters** (hed′kwôr′tərz), *n.* **1.** Quarters of a chief or commanding officer of any army, police force, etc. **2.** Center from which an organization is controlled or directed; the main office. *pl.* or *sing.*
• **height** (hīt), *n.* [AS. *hīehthu.*] **1.** How high a thing is; the distance a thing rises from its base, or the level on which it stands. **2.** A high point or position. **3.** Highest part; top; extreme limit. **4.** Altitude; stature.
• **heir** (ãr), *n.* [fr. L. *heres.*] **1.** Person who inherits property or title from a dead person. **2.** Person who receives or is entitled to receive a gift or quality from a parent or someone before him.
• **hem·i·sphere** (hem′ə sfēr), *n.* [fr. Gr. *hemi* half + *sphaira* sphere.] **1.** Half of a sphere or globe. **2.** Half of the earth's surface.
• **here·to·fore** (hēr′tə fôr′), *adv.* Before this time; until now; up to this time.
• **hes·i·tate** (hez′ə tāt), *v.* [fr. L. *haerere* to hesitate, stick fast.] **1.** To fail to act promptly; be undecided. **2.** Be unwilling; not want. **3.** Pause. **4.** Speak with stops or pauses; stammer. **hes·i·tat·ed, hes·i·tat·ing.**
• **horse·pow·er** (hôrs′pou′ər), *n.* A unit of power, equal to the work needed to raise 33,000 pounds one foot in one minute.
• **hu·mid·i·ty** (hū mid′ə ti), *n.* [fr. L. *humere* to be moist.] **1.** Moistness; dampness. **2.** Amount of moisture in the air.
• **hy·dro·gen** (hī′drə jən), *n.* [fr. Gr. *hydōr* water + *genes* born, substance that produces or generates.] A light, colorless, odorless, tasteless gas: *Hydrogen and oxygen form water.*

* i *

• **i·ci·cle** (ī′si kəl), *n.* [fr. AS. *īs* ice + *gicel* icicle.] A hanging mass of ice, formed by the freezing of dripping water.
• **il·lus·trate** (il′əs trāt or i lus′trāt), *v.* [fr. L. *illustrare* to illuminate.] **1.** To make clear; explain by stories, examples, etc. **2.** To provide with pictures, diagrams, etc., which explain or decorate something. **il·lus·trat·ed, il·lus·trat·ing.**
• **im·i·tate** (im′ə tāt), *v.* [fr. L. *imitari* to imitate.] **1.** To try to be like. **2.** To make or do something like; copy. **3.** To act like; mimic. **4.** To look like; resemble. **im·i·tat·ed, im·i·tat·ing.**
• **im·mense** (i mens′), *adj.* [fr. L. *im* not + *metiri* to measure.] **1.** Very great; huge; vast; enormous. **2.** (Slang) Of great excellence.
• **im·pass·a·ble** (im pas′ə bəl), *adj.* Not capable of being passed, traversed, or circulated.
• **in·de·pend·ent** (in′di pen′dənt), *adj.* **1.** Needing, getting, or wishing no help from others. **2.** Acting by one's own ideas. **3.** Guiding, ruling, or governing oneself; not under another's rule: *Our country is an independent nation.* **4.** Not depending upon others; self-reliant. **5.** Not controlled or influenced by something else. —*n.* Person independent in thought and behavior.
• **in·di·cate** (in′də kāt), *v.* [fr. L. *in* in + *dicare* to proclaim.] **1.** To point out or to. **2.** To show; make known. **3.** To show indirectly. **in·di·cat·ed, in·di·cat·ing.**
• **in·di·vid·u·al** (in′də vij′ü əl), *n.* [fr. L. *in* not + *dividuus* divisible.] One person, animal, or thing. —*adj.* **1.** Single; separate; particular: *an individual case.* **2.** Special; characteristic.
• **in·duce** (in düs′ or in dūs′), *v.* [fr. L. *in* in + *ducere* to lead.] **1.** To influence; persuade. **2.** To cause; bring about: *The medicine induced sleep.* **3.** To produce (an electric current, etc.) without direct contact. **4.** To infer by reasoning from particular facts to a general rule. **in·duced, in·duc·ing.**
• **in·dus·tri·al** (in dus′tri əl), *adj.* **1.** Of, relating to, or having to do with business, trade, or manufacture. **2.** Relating to or aiding those engaged in industry.
• **in·fant** (in′fənt), *n.* [fr. L. *in* not + *fari* to speak.] **1.** A very young child; baby. **2.** Person under legal age; a minor. —*adj.* **1.** Of or for an infant; intended for young children. **2.** In an early stage: *an infant industry.*
• **in·i·tial** (i nish′əl), *adj.* [fr. L. *in* in + *ire* to go.] First; earliest; relating to the beginning. —*n.* The first letter of a name or word. —*v.* To mark or sign with initials. **in·i·tialed, in·i·tial·ing.**
• **in·spi·ra·tion** (in′spə rā′shən), *n.* [fr. L. *in* in + *spirare* to breathe.] **1.** Act or state of being stimulated intellectually or emotionally. **2.** A spiritual influence which qualifies men to receive and communicate divine truths. **3.** Any inspiring person, influence, etc. **4.** That which results from an inspiration. **5.** A breathing in; drawing air into the lungs.
• **in·stall** (in stôl′), *v.* [fr. G. *stal* a place, stall.] **1.** To place a person in office with ceremonies; induct. **2.** To establish in a place. **3.** To set up or fix for use.
• **in·sti·tu·tion** (in′stə tü′shən or in′stə tū′shən), *n.* [fr.

L. *in* in + *statuere* to set.] **1.** Organization or society established for some public or social purpose; a foundation. **2.** Building used by such an organization or society. **3.** An established law or custom: *Eating turkey on Thanksgiving is an American institution.* **4.** Act or process of setting up; an establishment.

- **in·ten·sive** (in ten'siv), *adj.* **1.** Deep and thorough; concentrated. **2.** Of a word, prefix, etc., giving force or expressing intensity. **3.** Concerning a system of farming designed to increase productivity of the land by spending more money and labor upon it. —*n.* Anything that intensifies.
- **in·ter·jec·tion** (in'tər jek'shən), *n.* [fr. L. *inter* between + *jacere* to throw.] **1.** Exclamation regarded as a part of speech: *"Oh!" "Ah!" and "Alas!" are interjections.* **2.** An exclamation; a cry. **3.** Something interjected or introduced.
- **in·ter·na·tion·al** (in'tər nash'ən əl), *adj.* **1.** Between or among nations. **2.** Having to do with the relations between nations.
- **in·tes·tine** (in tes'tən), *n.* [fr. L. *intus* on the inside, within, fr. *in* in.] Part of the alimentary canal that extends from the stomach to the anus; the bowels. —*adj.* Within a country; internal; domestic.
- **in·vis·i·ble** (in viz'ə bəl), *adj.* **1.** Not visible; not capable of being seen. **2.** Indistinct. **3.** Not acknowledged.
- **ir·ri·ga·tion** (ir'ə gā'shən), *n.* [fr. L. *ir* in + *rigare* to water.] **1.** The artificial watering of farm land by canals, ditches, flooding, etc., to supply growing crops with moisture. **2.** Act or process of irrigating; state of being irrigated.
- **i·tem** (ī'təm), *n.* [L.] **1.** A separate thing or article; detail. **2.** Piece of news. —*adv.* Also; likewise (used in introducing each item of an enumeration). —*v.* To set or note down as an item, or by or in items.

j

- **jew·el·ry** (jü'əl ri), *n.* Jewels; personal ornaments.
- **judg·ment** (juj'mənt), *n.* **1.** The pronouncing of a formal opinion or decision. **2.** Decision given by a judge in a law court. **3.** Obligation or debt arising from a judge's decision. **4.** Opinion; decision. **5.** Ability to form sound opinions or arrive at a wise decision; sense. **6.** A misfortune considered as a punishment sent from God.
- **ju·ry** (jür'i), *n.* [fr. L. *jurare* to swear.] **1.** Group of persons selected to hear evidence and sworn to give a true decision in a law court in accordance with the evidence presented to them. **2.** Group of persons selected to give a judgment or to decide a contest and to award prizes. *pl.* **ju·ries.**

l

- **lab·o·ra·to·ry** (lab'ə rə tô'ri), *n.* **1.** Room or place where experimental work in any science is carried out. **2.** Place fitted up for the testing and analysis of chemicals, medicines, explosives, etc. *pl.* **lab·o·ra·to·ries.**
- **latch** (lach), *n.* [fr. AS. *laéccan.*] A catch for fastening a door, gate, or window. —*v.* To fasten with a latch.
- **laun·dry** (lôn'dri), *n.* [fr. L. *lavare* to wash.] **1.** Room or building where clothes are washed and sometimes ironed. **2.** Clothes washed or to be washed. **3.** A washing. *pl.* **laun·dries.**
- **lease** (lēs), *n.* [fr. L. *laxare* to loose.] **1.** Contract giving the right to use property for a certain length of time, usually for a specified rent. **2.** Length of time for which such a contract is made. —*v.* **1.** To give a lease on; be leased. **2.** To rent; let. **3.** To hire. **leased, leas·ing.**
- **lec·ture** (lek'chər), *n.* [fr. L. *legere* to read.] **1.** Speech; planned talk on a chosen subject. **2.** A scolding. —*v.* **1.** To give a lecture. **2.** To scold. **lec·tured, lec·tur·ing.**
- **leg·is·la·tive** (lej'is lā'tiv), *adj.* **1.** Making laws. **2.** Having to do with the making of laws, or the body which makes the laws.
- **leg·is·la·ture** (lej'is lā'chər), *n.* Group of persons in a state having the power to make, change, and repeal laws.
- **lei·sure** (lē'zhər), *n.* [fr. L. *licere* to be permitted.] Time free from required work or employment; convenience. —*adj.* Free; not busy: *leisure time.*
- **li·a·ble** (lī'ə bəl), *adj.* [fr. L. *ligare* to bind.] **1.** Subject or exposed to some undesirable change or action; exposed to a risk: *She is liable to the disease.* **2.** Bound by law; legally answerable: *He is liable for all of his unpaid bills.*
- **lib·er·al** (lib'ər əl), *adj.* [fr. L. *liber* free.] **1.** Generous. **2.** Plentiful. **3.** Broad-minded. **4.** Independent in opinion; not conservative. **5.** Free. —*n.* Person who is liberal in thought or principle.
- **li·cense** (lī'səns), *n.* [fr. L. *licere* to be permitted.] **1.** Permission given by law to do something. **2.** Paper, card, etc., showing such permission. **3.** Fact or condition of being permitted to do something. **4.** Freedom. **5.** Too much or abuse of liberty. —*v.* To give a license to; permit by law: *A doctor is licensed to practice medicine.* **li·censed, li·cens·ing.**
- **lieu·ten·ant** (lü ten'ənt), *n.* [F., fr. *lieu* place + *tenir* to hold.] **1.** Person who acts in the place of someone above him in authority. **2.** A commissioned army officer ranking next below a captain. **3.** A commissioned naval officer ranking next below a lieutenant commander.
- **lig·a·ment** (lig'ə mənt), *n.* [fr. L. *ligare* to bind.] **1.** Band of strong tissue that connects the bones or holds parts of the body in place. **2.** Tie; bond.

• **lit·er·a·ture** (lit′ər ə chər), *n.* [fr. L. *littera* letter.] **1.** Writings of a period or of a country. **2.** Excellent writings. **3.** All the books and articles on a subject. **4.** Production of literary work as an occupation. **5.** (Informal) Printed matter of any kind.

• **loan** (lōn), *n.* [N. *lān.*] **1.** A lending; permission to use. **2.** Anything lent or borrowed. —*v.* To make a loan; lend.

• **lux·u·ry** (luk′shə ri), *n.* [fr. L. *luxuria* luxury.] **1.** Comfort and beauty beyond what is really necessary. **2.** Use of the best and most costly things. **3.** An expensive rarity. *pl.* **lux·u·ries.**

* **m** *

• **ma·chin·er·y** (mə shēn′ər i), *n.* **1.** Machines. **2.** The parts of a machine. **3.** Means by which something is kept going. *pl.* **ma·chin·er·ies.**

• **mag·nif·i·cent** (mag nif′ə sənt), *adj.* [F.] **1.** Richly colored or decorated. **2.** Splendid; noble.

• **male** (māl), *n.* [fr. L. *mas* a male.] Man; boy; he-animal. —*adj.* **1.** Belonging to the male sex. **2.** Of men, boys, and he-animals.

• **man·u·al** (man′ū əl), *adj.* [fr. L. *manus* hand.] Being done with the hands. —*n.* **1.** A small book; handbook. **2.** A prescribed exercise in the handling of weapons. **3.** An organ keyboard for the fingers.

• **mar·riage** (mar′ij), *n.* [fr. L. *maritare* to marry.] **1.** Living together as husband and wife; married life. **2.** Ceremony of being married; wedding. **3.** A close union.

• **mar·vel·ous** (mär′vəl əs), *adj.* **1.** Astonishing; exciting wonder. **2.** Incredible; hard to believe. **3.** (Informal) Splendid.

• **mas·cu·line** (mas′kū lin), *adj.* [fr. L. *masculus* male, manly.] **1.** Of men; male. **2.** Of qualities of men; manly; strong. **3.** In grammar, of the class of words viewed as appropriate for males.

• **ma·ture** (mə tür′ or mə tūr′), *adj.* [L. *maturus* ripe, seasonable.] **1.** Full-grown; ripe. **2.** Carefully worked out; perfected: *mature plans.* **3.** Of or relating to a condition of full development: *a woman of mature years.* **4.** Due. —*v.* **1.** To bring or hasten to maturity. **2.** To become due. **ma·tured, ma·tur·ing.**

• **med·al** (med′əl), *n.* [fr. L. *metallum* metal.] A piece of metal with a design or words on it, intended to be worn to celebrate an important event, or sometimes given as a reward for great actions.

• **mem·o·ran·dum** (mem′ə ran′dəm), *n.* [L., something to be remembered.] An informal record or note of something jotted down to help the memory. *pl.* **mem·o·ran·dums** or **mem·o·ran·da.**

• **mer·chan·dise** (mėr′chən dīz), *v.* **1.** To buy and sell. **2.** To seek further sales by publicity, etc. **mer·chandised, mer·chan·dis·ing.** —*n.* (Also mėr′chən dīs) Goods that are bought and sold; wares.

• **mes·sen·ger** (mes′ən jər), *n.* [fr. L. *mittere* to send.] **1.** Person who carries a message or does an errand. **2.** A forerunner; herald.

• **mi·cro·phone** (mī′krə fōn), *n.* [fr. Gr. *mikros* small + *phōnē* a sound, voice.] Instrument for magnifying or transmitting sounds: *Modern lecturers usually talk into microphones.*

• **mile·age** (mīl′ij), *n.* **1.** Miles traveled. **2.** A collective length or distance in miles. **3.** Allowance for traveling expenses at so much per mile.

• **min·er·al** (min′ər əl), *n.* **1.** Substance obtained by mining. **2.** Any substance that is neither plant nor animal. —*adj.* **1.** Of or like a mineral. **2.** Containing minerals.

• **min·i·a·ture** (min′i ə chür or min′i ə chər), *n.* [fr. L. *miniare* to color with *minium,* red oxide of lead.] **1.** Anything represented on a small scale. **2.** A very small painting, especially a portrait. —*adj.* Small; tiny.

• **mis·chief** (mis′chif), *n.* [fr. L. *minus* less + F. *chief* end, head.] **1.** Trouble; harm. **2.** Conduct that causes trouble or harm. **3.** Person who causes harm or trouble, often without meaning to.

• **mis·chie·vous** (mis′chə vəs), *adj.* **1.** Harmful. **2.** Full of mischief; prankish.

• **mi·ser** (mī′zər), *n.* [L. *miser* wretched.] Person who loves money (or something else) for its own sake, and who often lives poorly in order to accumulate more of it.

• **mis·er·a·ble** (miz′ər ə bəl), *adj.* [fr. L. *miser* wretched.] **1.** Unhappy. **2.** Causing trouble, discomfort, or unhappiness: *a miserable headache.* **3.** Wretched; poor: *They sat down to eat the miserable food.*

• **mis·sion·ar·y** (mish′ən er′i), *n.* [fr. L. *mittere, missum* to send.] Person sent on a religious mission. *pl.* **mis·sion·ar·ies.** —*adj.* Of or belonging to missions.

• **mois·ture** (mois′chər), *n.* Dampness; liquid spread out or concentrated in small drops.

• **mol·e·cule** (mol′ə kūl), *n.* [fr. L. *moles* mass.] **1.** The smallest particle of matter into which a substance can be divided without chemical change. **2.** A very small particle.

• **mon·u·ment** (mon′ū mənt), *n.* [fr. L. *monere* to remind.] **1.** Something set up in memory of a person or an event: *Statues are monuments.* **2.** Anything that keeps alive the memory of a person or thing. **3.** A work, saying, or deed worthy of recording and enduring. **4.** Something, such as a stone, set up to mark a boundary. **5.** Any natural feature reserved by the government as public property: *Is there a national monument in your state?*

• **mort·gage** (môr'gij), *n.* [F., fr. *mort* dead + *gage* pledge.] **1.** Claim on property, given to a person who has loaned money in case the money is not repaid when due. **2.** The document that gives such a claim. —*v.* **1.** To give such a claim on one's property. **2.** To pledge; make subject to a claim. **mort·gaged, mort·gag·ing.**

• **mo·tion** (mō'shən), *n.* [fr. L. *movere, motum* to move.] **1.** Change of place or position; movement; moving. **2.** Formal suggestion made in a meeting or court. —*v.* To make a movement of head, hand, or body to show one's meaning: *The driver motioned to me to go ahead.*

• **mo·tive** (mō'tiv), *n.* [fr. L. *movere, motum* to move.] **1.** Thought or feeling that makes one act. **2.** Motif; theme or dominant feature. —*adj.* That makes something move: *motive power of electricity.*

• **mo·tor·cy·cle** (mō'tər sī'kəl), *n.* A self-propelled, two-wheeled vehicle.

• **mu·si·cal** (mū'zə kəl), *adj.* **1.** Of or relating to music. **2.** Sounding like music: *a musical voice.* **3.** Set to music; accompanied by music: *a musical comedy.* **4.** Fond of or skilled in music.

* n *

• **na·tion·al·i·ty** (nash'ən al'ə ti), *n.* **1.** A nation. **2.** Condition of belonging to a nation. **3.** Condition of being a nation. *pl.* **na·tion·al·i·ties.**

• **ne·ces·si·ty** (nə ses'ə ti), *n.* [fr. L. *necesse* unavoidable.] **1.** Fact or quality of being necessary. **2.** That which cannot be done without: *Food is a necessity.* **3.** That which forces people to act in a certain way. **4.** That which is inevitable: *the necessity of death.* **5.** Need; poverty. *pl.* **ne·ces·si·ties.**

• **neck·tie** (nek'tī'), *n.* A narrow band of material worn around the neck and tied in front.

• **ni·tro·gen** (nī'trə jən), *n.* [fr. Gr. *nitron* nitrate + *genes* born.] A colorless, tasteless, odorless gas that forms about four fifths of the air by volume.

• **nui·sance** (nü'səns or nū'səns), *n.* [fr. L. *nocere* to do harm.] Thing, person, or act that annoys, offends, or is disagreeable; an annoyance.

* o *

• **o·a·sis** (ō ā'sis), *n.* [fr. Gr. *oasis* oasis.] A fertile or green spot in a desert. *pl.* **o·a·ses.**

• **ob·serve** (əb zėrv'), *v.* [fr. L. *ob* + *servare* to save, keep, observe.] **1.** To notice. **2.** To examine for some special purpose. **3.** To remark. **4.** To keep; act in accordance with: *observe the rules.* **5.** To celebrate. **ob·served, ob·serv·ing.**

• **oc·ca·sion** (ə kā'zhən), *n.* [fr. L. *ob* + *cadere* to fall.] **1.** A particular time. **2.** A special event. **3.** A good chance; opportunity. **4.** Cause; reason: *The boy who was the occasion of the quarrel ran away.* —*v.* To cause; bring about.

• **of·fense** (ə fens'), *n.* **1.** A breaking of the law. **2.** Cause of wrongdoing. **3.** Condition of being offended; hurt feelings. **4.** Act of offending. **5.** Attack; assault: *A gun was the weapon of offense.*

• **o·men** (ō'mən), *n.* [L.] A sign or happening supposed to be a warning or indication of a future event. —*v.* To be a sign of something to happen in the future.

• **op·po·nent** (ə pō'nənt), *adj.* [fr. L. *ob* + *ponere* to place.] Opposing; opposite. —*n.* Person who is on the other side in a game, fight, discussion, etc.

• **op·po·site** (op'ə zit), *adj.* **1.** Placed against. **2.** As different as can be; opposed; hostile. **3.** Contrary. **4.** Set against each other so as to bring out sharply the conflict or contrast between things. —*n.* **1.** Thing or person that is opposite or contrary. **2.** An antonym. —*adv.* On opposite sides. —*prep.* **1.** Across from and facing. **2.** On the same level.

• **or·chard** (ôr'chərd), *n.* [AS. *orceard.*] **1.** Piece of ground on which fruit trees are grown. **2.** Trees in an orchard.

• **o·rig·i·nate** (ə rij'ə nāt), *v.* [fr. L. *orior* I rise, become visible.] **1.** To cause to be; give a source to; produce as new. **2.** To come into being; begin; spring. **o·rig·i·nat·ed, o·rig·i·nat·ing.**

• **or·na·ment** [1] (ôr'nə mənt), *n.* [fr. L. *ornare* to adorn.] **1.** Something which adds beauty; a decoration. **2.** Person, act, or quality that adds beauty, grace, or honor. **3.** Addition of anything that beautifies.

• **or·na·ment** [2] (ôr'nə ment), *v.* To add beauty to; decorate.

• **ox·y·gen** (ok'sə jən), *n.* [fr. Gr. *oxys* sharp acid + *genes* born.] Colorless, tasteless, odorless gas that forms about one fifth of the air by volume: *Plants and animals cannot live without oxygen.*

* p *

• **par·a·chute** (par'ə shüt), *n.* [fr. It. *parare* to shield, defend + F. *chute* a fall.] A large umbrellalike apparatus, made of nylon, silk, etc., which is used for making a safe descent through the air from a great height. —*v.* To come down by, or as if by, a parachute. **par·a·chut·ed, par·a·chut·ing.**

• **par·al·lel** (par'ə lel), *adj.* [fr. Gr. *para* beside + *allēlōn* of one another.] **1.** At or being the same distance apart everywhere, but never meeting. **2.** Similar. —*n.* **1.** A parallel line or surface. **2.** Similarity. **3.** A tracing to show resemblance. **4.** Thing like or similar to another. **5.** Any of the imaginary circles around the earth parallel to the equator, marking degrees of latitude. **6.** The

markings on a map that represent these circles. —*v.* **1.** To be at the same distance from throughout its length. **2.** To be like; be similar to; compare; match. **par·alleled, par·al·lel·ing.**

• **par·cel** (pär′səl), *n.* [fr. L. *pars* a part.] **1.** Package; bundle. **2.** Piece: *a parcel of land.* **3.** A collection. —*v.* **1.** To divide and distribute by parts: *to parcel out supplies.* **2.** To make up into a parcel. **par·celed, par·cel·ing.**

• **par·lia·ment** (pär′lə mənt), *n.* [fr. F. *parler* to speak.] Council or congress that is the highest lawmaking body of a country.

• **par·lor** (pär′lər), *n.* [fr. F. *parler* to speak.] **1.** Room for receiving or entertaining guests. **2.** (U.S.) A decorated room used as a shop for business: *beauty parlor.*

• **pas·sen·ger** (pas′ən jər), *n.* Traveler, in a train, bus, boat, who usually pays a fare.

• **pat·ent** [1] (pat′ənt), *n.* [fr. L. *patere* to be open.] **1.** An official document granting a right or privilege. **2.** A government grant to an inventor by which, for a term of years, he has the exclusive right to make, use, and sell his invention. **3.** An invention that is patented. **4.** A right or privilege. —*adj.* **1.** Open to public inspection or reading. **2.** Given or protected by a patent. **3.** Patented. —*v.* To get a patent for.

• **pat·ent** [2] (pā′tənt), *adj.* **1.** Open; not hidden. **2.** Available. **3.** Obvious.

• **pa·tient** (pā′shənt), *adj.* [fr. L. *pati* to suffer.] **1.** Enduring pain, trouble, etc., calmly. **2.** Long-suffering. **3.** With steady effort or hard work. —*n.* Person who is being treated by a doctor.

• **pave·ment** (pāv′mənt), *n.* [fr. L. *pavimentum* a level surface beaten firm.] **1.** That with which anything is paved; surface for streets, sidewalks, etc., made of concrete, bricks, wood, asphalt, etc. **2.** A paved surface.

• **peal** (pēl), *n.* **1.** A loud, long sound. **2.** Set of bells; chimes. —*v.* To sound out in a peal; ring.

• **peas·ant** (pez′ənt), *n.* [fr. L. *pagus* country district.] Farmer of the working class in Europe. —*adj.* Of peasants.

• **per·fect** [1] (pėr′fikt), *adj.* [fr. L. *per* thoroughly, completely + *facere* to make, do.] **1.** Faultless; complete; sound; pure; utter. **2.** Exact; precise. **3.** In grammar, a verb form which shows an event or action completed at the time of speaking or at a time spoken of. —*n.* **1.** The perfect tense. **2.** A verb form in such a tense.

• **per·fect** [2] (pər fekt′), *v.* **1.** To make perfect. **2.** To complete; carry through: *perfect a plan.* **3.** To raise to the highest point: *perfect one's skill.*

• **pe·rim·e·ter** (pə rim′ə tər), *n.* [fr. Gr. *peri* around + *metron* measure.] **1.** The outer boundary of a surface or figure. **2.** Distance around such a boundary; circumference.

• **per·mis·sion** (pər mish′ən), *n.* [L. *permissio* a yielding.] Consent; leave.

• **per·suade** (pər swād′), *v.* [fr. L. *per* away, over + *suadere* to advise, persuade.] **1.** To win over to do or believe; argue into an opinion or course of action. **2.** To plead with; urge. **per·suad·ed, per·suad·ing.**

• **pet·al** (pet′əl), *n.* [fr. Gr. *petalon* a leaf, fr. *petalos* outspread, flat.] One of the leaves of a blossom of a flower, usually colored.

• **pe·tro·le·um** (pə trō′li əm), *n.* [fr. L. *petra* a rock + *oleum* oil.] An oily, dark liquid that is found in the earth.

• **phos·pho·rus** (fos′fə rəs), *n.* [fr. Gr. *phōsphoros* light bringer.] **1.** Poisonous, solid, nonmetallic element that looks like wax. **2.** A substance that shines in the dark.

• **phy·si·cian** (fə zish′ən), *n.* Doctor of medicine.

• **pierce** (pērs), *v.* [fr. L. *pertundere* to beat.] **1.** To go into or through. **2.** To make a hole in; bore into or through. **3.** To force a way into or through. **4.** To make a way through with the mind or the eye: *pierce a disguise.* **5.** To stab; penetrate sharply and painfully. **pierced, pierc·ing.**

• **pil·grim** (pil′grəm), *n.* [fr. L. *per* through + *ager* field, land.] **1.** Person who goes on a journey to a sacred or holy place as an act of religious devotion. **2.** Traveler; wanderer.

• **pneu·mo·nia** (nü mōn′yə or nū mōn′yə), *n.* [fr. Gr. *pneumones* the lungs.] Disease in which the lungs are inflamed.

• **po·lit·i·cal** (pə lit′ə kəl), *adj.* [fr. Gr. *polites* citizen.] **1.** Of or having to do with politics. **2.** Having to do with citizens and government. **3.** Of politicians or their methods. **4.** Having a definite system of government.

• **po·rous** (pô′rəs), *adj.* [fr. Gr. *poros* passage, pore.] Full of pores or tiny holes; capable of being penetrated by liquids.

• **pos·ses·sion** (pə zesh′ən), *n.* [fr. L. *possidere* to possess.] **1.** A possessing; holding. **2.** Control; ownership: *He came into possession of the property when he reached legal age.* **3.** Thing possessed; property. **4.** Territory under the rule of a country. **5.** Domination by a particular feeling, idea, etc. **6.** Self-control.

• **post·pone** (pōst pōn′), *v.* [fr. L. *post* after + *ponere* to place, put.] To delay; put off till later. **post·poned, post·pon·ing.**

• **po·ten·tial** (pə ten′shəl), *adj.* [fr. L. *potis* able + *esse* to be.] **1.** Capable of coming into being or action; possible. **2.** In grammar, expressing possibility by the use of *may, might,* etc. —*n.* **1.** Possibility. **2.** The potential mood in

grammar. **3.** Amount of electrification at a point with reference to some standard.

• **prai·rie** (prãr′i), *n.* [fr. L. *pratum* meadow.] Large area of level or rolling land, covered with grass but not with trees: *Settlers from Ohio were amazed at the vast prairies of Illinois.*

• **pre·cede** (prē sēd′), *v.* [fr. L. *prae* before + *cedere* to go.] **1.** To go, be, or come before or in front of. **2.** To go before or be higher than in rank and importance. **3.** To be earlier than. **pre·ced·ed, pre·ced·ing.**

• **pre·cious** (presh′əs), *adj.* [fr. L. *pretium* price, value.] **1.** Valuable; costly. **2.** Much loved; dear. **3.** Too nice; over-refined. —*adv.* (Informal) Very: *He had precious little money.*

• **pre·ci·sion** (pri sizh′ən), *n.* Accuracy; exactness; definiteness.

• **pre·dict** (pri dikt′), *v.* [fr. L. *prae* + *dicere* to say, tell.] To tell beforehand; prophesy; foretell.

• **prep·o·si·tion** (prep′ə zish′ən), *n.* [fr. L. *prae* before + *ponere* to put, place.] A word that shows certain relations between other words.

• **pre·serve** (pri zėrv′), *v.* [fr. L. *prae* before + *servare* to save.] **1.** To keep from harm or destruction; protect; save. **2.** To keep up; maintain. **3.** To keep from spoiling. **4.** To prepare food to keep it from spoiling. **pre·served, pre·serv·ing.** —*n.* **1.** Fruit cooked with sugar so as to keep its shape. **2.** Place where wild animals or fish are protected, usually for food or sport.

• **pres·sure** (presh′ər), *n.* [fr. L. *premere, pressum* to press.] **1.** Continued action of a weight or force. **2.** Force per unit of area: *There is an air pressure of about 15 pounds per square inch at sea level.* **3.** State of trouble or strain; weight; burden. **4.** A compelling force or influence. **5.** Impression; stamp. **6.** Urgency: *the pressure of business.* **7.** Electromotive force.

• **pre·tend** (pri tend′), *v.* [fr. L. *prae* + *tendere* to stretch.] **1.** To make believe. **2.** To make a show falsely or with intent to deceive. **3.** To claim falsely. **4.** To lay claim. **5.** To assume.

• **pre·vail** (pri vāl′), *v.* [fr. L. *prae* + *valere* to be strong or able.] **1.** To exist in many places; be or become common. **2.** To be the strongest; win; triumph. **3.** To be or become effective; succeed. **4.** To urge successfully.

• **pre·vi·ous** (prē′vi əs), *adj.* [fr. L. *prae* + *via* the way.] **1.** Coming or going before; earlier; preceding. **2.** (Informal) Too quick.

• **prim·i·tive** (prim′ə tiv), *adj.* [fr. L. *primus* first.] **1.** Of early times. **2.** First of the kind. **3.** Very simple; such as people had in early times. **4.** Original. —*n.* **1.** Primitive ancestor, inhabitant, or member. **2.** An artist or work of art of a primitive period, usually of the Middle Ages. **3.** A modern imitator or follower of such an artist.

• **priv·i·lege** (priv′ə lij), *n.* [fr. L. *privus* private + *lex, legis* law.] **1.** A special right, advantage, or favor. **2.** A fundamental or sacred right. —*v.* To give a privilege to. **priv·i·leged, priv·i·leg·ing.**

• **pro·ces·sion** (prə sesh′ən), *n.* [fr. L. *processio* a marching on.] Something that moves onward in an orderly manner; persons marching or riding; a parade.

• **pro·claim** (prə klām′), *v.* [fr. L. *pro* + *clamare* to call.] To make known or declare publicly and officially.

• **pro·duc·tion** (prə duk′shən), *n.* [fr. L. *productio* a lengthening.] **1.** Act or process of producing; creation; manufacture. **2.** Something that is produced; a literary or artistic work.

• **pro·fes·sion** (prə fesh′ən), *n.* [fr. L. *pro* + *fateri* to confess, own.] **1.** Occupation requiring an education—especially, law, medicine, teaching, or the ministry. **2.** The occupation, if not commercial, mechanical, or agricultural, to which one devotes oneself. **3.** People engaged in such an occupation. **4.** Act of professing; an open declaration. **5.** Declaration of belief in a religion. **6.** Religion or faith professed; religious body. **7.** The taking of the vows and entering a religious order.

• **prof·it** (prof′it), *n.* [fr. L. *profectus* advance, progress.] **1.** Gain; gain from a business. **2.** Advantage; benefit. —*v.* **1.** To improve. **2.** To be of use or advantage. **3.** To gain; benefit.

• **prom·i·nent** (prom′ə nənt), *adj.* [fr. L. *prominere* to jut out, project.] **1.** Well-known; important. **2.** Easy to see; conspicuous; noticeable. **3.** Standing out; projecting.

• **pro·nounce** (prə nouns′), *v.* [fr. L. *pro* + *nunciare* to announce.] **1.** To make the sounds of; speak. **2.** Give an opinion or decision; declare something to be: *The doctor pronounced him cured.* **3.** Declare formally; utter officially. **pro·nounced, pro·nounc·ing.**

• **pro·pel·ler** (prə pel′ər), *n.* [fr. L. *pro* + *pellere* to drive.] Device consisting of a revolving hub with blades, for driving forward boats, airships, and airplanes.

• **prop·o·si·tion** (prop′ə zish′ən), *n.* [fr. L. *propositio* presentation.] **1.** Proposal. **2.** Statement. **3.** Formal statement that is to be proved true, discussed, or maintained. **4.** (Informal) A business enterprise.

• **pros·per·ous** (pros′pər əs), *adj.* [fr. L. *prosperus* favorable.] **1.** Successful; thriving; fortunate. **2.** Favorable; helpful.

• **pro·tec·tion** (prə tek′shən), *n.* [fr. L. *pro* + *tegere* to cover.] **1.** Act of protecting; defense. **2.** Thing or person that protects. **3.** Passport; pass.

• **pro·tein** (prō′tēn), *n.* [fr. Gr. *prōteios* primary, holding first place.] A complex compound, which contains nitro-

gen, and which is a necessary part of the cells of animals and plants.

• **pro·vi·sion** (prə vizh′ən), *n.* [fr. L. *pro* + *videre* to see.] **1.** Statement making a condition: *A provision of the contract is that the work be finished on time.* **2.** A taking care for the future; preparation. **3.** That which is made ready; supply; stock, especially of food. —*v.* To supply with provisions.

• **punc·ture** (pungk′chər), *n.* [fr. L. *pungere, punctum* to prick.] **1.** Act of piercing. **2.** Hole made by something pointed. —*v.* **1.** To make such a hole in. **2.** To have or get a puncture. **punc·tured, punc·tur·ing.**

• **pur·sue** (pər sü′), *v.* [fr. L. *pro* + *sequi* to follow.] **1.** To follow to catch or kill; chase. **2.** To proceed along; follow: *He pursued a wise course by keeping all the rules.* **3.** To try to get; seek. **4.** To keep on with; be engaged in: *She pursued the study of music for many years.* **5.** To continue to annoy or trouble. **pur·sued, pur·su·ing.**

✻ q ✻

• **qual·i·fi·ca·tion** (kwol′ə fə kā′shən), *n.* **1.** That which makes a person fit for a job, task, office, etc.; an essential. **2.** That which limits, changes, or makes less free and full: *His acceptance had only one qualification—everyone must work with him.* **3.** Modification.

• **quar·rel** [1] (kwôr′əl), *n.* [fr. L. *queri* to complain.] **1.** An angry dispute or disagreement. **2.** Cause or case to be disputed or defended. —*v.* **1.** To dispute or disagree angrily. **2.** To find fault. **quar·reled, quar·rel·ing.**

• **quar·rel** [2] (kwôr′əl), *n.* [fr. L. *quadrum* a square.] **1.** A square-headed bolt or arrow used with a crossbow. **2.** A small square or diamond-shaped pane of glass. **3.** A stonecutter's chisel.

✻ r ✻

• **ra·di·a·tor** (rā′di ā′tər), *n.* [fr. L. *radius* ray.] **1.** Heating device consisting of a set of pipes through which steam or hot water passes. **2.** Device for cooling circulating water. **3.** Person or thing that radiates.

• **re·cep·tion** (ri sep′shən), *n.* [fr. L. re + *capere* to take, seize.] **1.** Act of receiving; admission. **2.** Act of being received. **3.** Manner of receiving: *a warm reception.* **4.** A gathering to receive and welcome people.

• **rec·om·mend** (rek′ə mend′), *v.* **1.** To speak in favor of. **2.** To advise. **3.** To make pleasing or attractive: *His good manners recommended him.* **4.** To entrust; give in care: *He recommended his life to the doctor.*

• **rec·re·a·tion** (rek′ri ā′shən), *n.* [fr. L. *re* + *creare* to create.] Play; amusement.

• **ref·er·ence** (ref′ər əns), *n.* [fr. L. *re* + *ferre* to bear.] **1.** A referring or being referred. **2.** Direction of the attention: *There were many references to other books.* **3.** Statement or book to which attention is directed. **4.** Something used for information or help: *The encyclopedia is a book of reference.* **5.** Person who can give information about another person: *He gave his boss as a reference.* **6.** Statement about someone's character and ability. **7.** Relation; respect; regard: *The rule applies to everyone without reference to age or position.* —*adj.* Used for reference or help.

• **re·flect** (ri flekt′), *v.* [fr. L. *re* + *flectere* to bend.] **1.** To turn back or throw back (light, heat, sound, etc.). **2.** To give back an image of; reproduce or show like a mirror. **3.** To think carefully. **4.** To cast blame; discredit: *A child's bad behavior reflects on his home training.* **5.** To bring or cast as a result.

• **re·fresh·ment** (ri fresh′mənt), *n.* **1.** A refreshing or being refreshed. **2.** Thing that refreshes or revives.

• **re·frig·er·a·tor** (ri frij′ər ā′tər), *n.* [fr. L. *re* + *frigerare* to make cool.] Box, room, etc., for keeping things cool.

• **reg·u·late** (reg′ū lāt), *v.* **1.** To control or direct according to rule. **2.** To put in condition to work properly. **3.** To keep at some standard: *The thermostat regulates the heat in the room.* **reg·u·lat·ed, reg·u·lat·ing.**

• **re·joice** (ri jois′), *v.* [fr. L. *gaudere* to rejoice.] **1.** To be glad. **2.** To make glad; give joy to. **re·joiced, re·joic·ing.**

• **re·lax** (ri laks′), *v.* [fr. L. *re* + *laxare* to loose.] **1.** To loosen up; become less stiff or firm. **2.** To make or become less strict or severe. **3.** To put off attention or work; seek recreation or rest. **4.** To weaken: *Don't relax your efforts to win.*

• **re·lief** (ri lēf′), *n.* [fr. L. *re* + *levare* to raise.] **1.** The lessening of or freeing from a pain, burden, etc. **2.** Something that lessens or frees from pain, burden, etc.; help. **3.** Help given to poor people or those in distress. **4.** Release from a post of duty. **5.** Change of persons on duty. **6.** Persons who relieve others from duty. **7.** [fr. It. *relievo.*] In sculpture, projection of figures and designs from a background surface. **8.** Figure or design standing out from the surface from which it is cut, shaped, or stamped. **9.** Appearance of standing out, given to a drawing or painting, by use of shadow, shading, color, or line. **10.** Different heights of the earth's surface.

• **re·li·gious** (ri lij′əs), *adj.* [fr. L. *religiosus* strict, precise.] **1.** Of religion. **2.** Showing much interest in or devotion to religion; devout. **3.** Belonging to an order of monks, nuns, friars, etc. **4.** Strict; conscientious: *We followed the directions with religious care.* —*n.* Member or members of a religious order.

• **re·main·der** (ri mān′dər), *n.* The part left over; the rest.

• **re·mit·tance** (ri mit′əns), *n.* [fr. L. *re* + *mittere* to send.] **1.** The sending of money to someone at a distance. **2.** The money sent.

• **re·pro·duce** (rē′prə düs′ or rē′prə dūs′), *v.* [fr. L. *re* + *pro* + *ducere* to lead.] **1.** To produce again. **2.** To make a copy of. **3.** To present or exhibit again. **4.** To produce offspring. **re·pro·duced, re·pro·duc·ing.**

• **re·pub·lic** (ri pub′lik), *n.* [fr. L. *res* thing, affair + *publicus* public.] Nation or state in which the citizens elect representatives to manage the government.

• **re·quest** (ri kwest′), *n.* [fr. L. *re* + *quaerere* to ask.] **1.** Act of asking. **2.** What is asked for; petition; entreaty. **3.** State of being asked for or sought after: *in great request.* —*v.* **1.** To ask for. **2.** To ask.

• **re·quire·ment** (ri kwīr′mənt), *n.* [fr. L. *re* + *quaerere* to ask.] **1.** Need; thing needed; necessary condition or quality. **2.** Demand; thing demanded.

• **res·cue** (res′kū), *v.* [fr. F. *re* + *escorre* to move, shake, fr. L. *excutere* to shake out.] **1.** To save from danger or harm; free; deliver. **2.** To regain or recover by force. **res·cued, res·cu·ing.** —*n.* Saving or freeing from harm or danger.

• **re·sem·ble** (ri zem′bəl), *v.* [fr. F. *re* + *sembler* to seem, fr. L. *similare* to imitate.] To be like or similar to. **re·sem·bled, re·sem·bling.**

• **res·er·va·tion** (rez′ər vā′shən), *n.* [fr. L. *re* + *servare* to keep.] **1.** A keeping back; something not expressed. **2.** A limiting condition; limitation: *The company agreed to the plan with certain reservations.* **3.** (U.S.) A piece of public land set aside for a special purpose: *Indian reservations.* **4.** Something reserved: *We made our reservations at the hotel.*

• **res·er·voir** (rez′ər vwär), *n.* [F. *reservoir*, fr. *reserver* to keep in store.] **1.** Place where water is collected and stored for use. **2.** Anything to hold a liquid. **3.** Place where anything is collected and stored. **4.** A great supply.

• **re·side** (ri zīd′), *v.* [fr. L. *re* + *sedere* to sit.] **1.** To live in or at for a long time; dwell. **2.** To be in; exist in: *The power of veto resides with the President.* **re·sid·ed, re·sid·ing.**

• **re·sist·ance** (ri zis′təns), *n.* **1.** Act of resisting. **2.** Power to resist. **3.** Thing or act that resists; opposing force. **4.** The opposition of a substance to the passage through it of an electric current. **5.** Conductor, coil, etc., that offers such opposition.

• **res·o·lu·tion** (rez′ə lü′shən), *n.* [fr. L. *re* + *solvere* to loosen.] **1.** Act or process of resolving or reducing to a simpler form; answer; solution. **2.** Resoluteness; firmness; courage. **3.** Thing decided upon. **4.** A formal expression of opinion.

• **re·solve** (ri zolv′), *v.* [fr. L. *re* + *solvere* to loosen, dissolve.] **1.** To make up one's mind; decide. **2.** To break into parts. **3.** To solve. **4.** To decide by vote. **5.** To change: *The board of directors resolved itself into a committee.* **re·solved, re·solv·ing.** —*n.* **1.** Thing determined on; a resolution. **2.** Determination: *Lincoln was a man of great resolve.*

• **re·sort** (ri zôrt′), *v.* [fr. F. *re* + *sortir* to go out.] **1.** To go; go often. **2.** To turn for help: *resort to violence.* —*n.* **1.** Place people go to for help. **2.** Person or things turned to for help; resource: *Friends are the best resort in trouble.* **3.** A frequent visiting: *A park is a place of popular resort.* **4.** A popular place of entertainment.

• **res·pi·ra·tion** (res′pə rā′shən), *n.* [fr. L. *re* + *spirare* to breathe.] Act of inhaling and exhaling; breathing.

• **res·tau·rant** (res′tə rənt), *n.* [fr. L. *re* + *staurare* to place, fix.] A public eating house.

• **rev·e·nue** (rev′ə nü or rev′ə nū), *n.* [F., fr. *revenir* to return, fr. L. *re* + *venire* to come.] Money coming in; income.

• **re·verse** (ri vėrs′), *adj.* [fr. L. *re* + *vertere* to turn.] **1.** Turned backward; opposite in position or direction. **2.** Acting in a manner opposite or contrary to the usual. **3.** Causing an opposite or backward movement. —*n.* **1.** The opposite or contrary. **2.** Gear that reverses the movement of machinery. **3.** A change to bad fortune; a check or defeat: *He met with reverses and lost his wealth.* **4.** The back. —*v.* **1.** To turn the other way. **2.** To change to the opposite: *The court reversed its decision.* **re·versed, re·vers·ing.**

• **rev·o·lu·tion** (rev′ə lü′shən), *n.* **1.** A complete overthrow of an established government or political system and the substitution of another. **2.** A complete change. **3.** Movement in a circle or curve around some point; rotation. **4.** Time or distance of one revolution. **5.** A complete cycle or series of events.

• **re·volve** (ri volv′), *v.* [fr. L. *re* + *volvere* to roll, turn around.] **1.** To move in a circle; move in a curve around a point; rotate. **2.** To turn over in the mind; reflect upon; consider. **3.** To perform a revolution. **4.** To circulate. **re·volved, re·volv·ing.**

• **rheu·ma·tism** (rü′mə tiz əm), *n.* [fr. Gr. *rheuma* a cold.] Disease, with inflammation, swelling, and stiffness of the joints.

• **ridge** (rij), *n.* [fr. AS. *hrycg.*] **1.** The long and narrow upper part of something. **2.** Line where two sloping surfaces meet. **3.** A long, narrow chain of hills and mountains. **4.** Any raised narrow strip. —*v.* **1.** To form or make into ridges. **2.** To cover or mark with ridges. **ridged, ridg·ing.**

• **ri·dic·u·lous** (ri dik′ū ləs), *adj.* [fr. L. *ridere* to laugh.]

Deserving ridicule; laughable; absurd.

• **ri·val** (rī′vəl), *n.* [fr. L. *rivalis* of the same brook, competitor.] Person who wants to equal or do better than another; competitor. —*adj.* Wanting the same thing as another; competing. —*v.* **1.** To try to equal or outdo; be in competition with. **2.** To equal; match. **ri·valed, ri·val·ing.**

• **room·mate** (rüm′māt′), *n.* A person with whom one shares a room or rooms.

• **ru·ral** (rür′əl), *adj.* [fr. L. *rus, ruris* the country.] In or belonging to the country; like that of the country; characteristic of country life.

* S *

• **sac·ri·fice** (sak′rə fīs), *n.* [fr. L. *sacer* sacred + *ficare* to make.] **1.** Act of offering to a god. **2.** Thing offered. **3.** A giving up of one thing for another. **4.** Thing given up. **5.** Loss. —*v.* **1.** To give or offer to a god. **2.** To give up. **3.** To sell at a loss. **4.** To offer or make a sacrifice. **sac·ri·ficed, sac·ri·fic·ing.**

• **sa·li·va** (sə lī′və), *n.* [L.] Liquid discharged into the mouth by the salivary glands.

• **san·i·tar·i·um** (san′ə tār′i əm), *n.* [L., fr. *sanitas* health.] **1.** An institution for the treatment and recovery of the sick. **2.** A health resort. *pl.* **san·i·tar·i·ums** or **san·i·tar·i·a.**

• **sat·is·fac·to·ry** (sat′is fak′tə ri), *adj.* Satisfying; pleasing; meeting requirements or expectations: *Jim's report card is satisfactory.*

• **scen·er·y** (sēn′ər i), *n.* **1.** The painted hangings, fittings, etc., used on a stage. **2.** The general appearance of a landscape. *pl.* **scen·er·ies.**

• **sched·ule** (skej′ül), *n.* [fr. Gr. *schide* a split piece of wood, fr. *schizein* to split.] **1.** A written or printed statement of details; a list. **2.** A timetable. —*v.* **1.** To make a schedule of. **2.** (Informal) To plan or arrange something for a future date. **sched·uled, sched·ul·ing.**

• **sci·en·tist** (sī′ən tist), *n.* Person trained in or familiar with science.

• **score·board** (skôr′bôrd′), *n.* Board or record showing the score or points made in a game.

• **sculp·tor** (skulp′tər), *n.* [L., fr. *scalpere* to cut, scratch.] Person who carves or models figures, ornaments, etc.

• **se·cu·ri·ty** (si kūr′ə ti), *n.* **1.** Condition or feeling of being safe; safety; protection. **2.** Freedom from anxiety or doubt. **3.** Something that secures or makes safe. **4.** Something given as a pledge to assure payment or the fulfillment of an obligation. **5.** Person who agrees to be responsible for another. *pl.* **se·cu·ri·ties.**

• **seize** (sēz), *v.* [fr. L. *sacire* to effect legal possession.] **1.** To take hold of suddenly; grasp. **2.** To grasp with the mind; comprehend. **3.** To take possession of by force. **4.** To take prisoner; arrest. **5.** Affect so as to overwhelm: *She was seized with fear.* **seized, seiz·ing.**

• **se·mes·ter** (sə mes′tər), *n.* [fr. L. *sex* six + *mensis* month.] Half of a school year.

• **sen·ti·ment** (sen′tə mənt), *n.* [fr. L. *sentire* to feel, think.] **1.** Mixture of thought and feeling: *Patriotism is a sentiment.* **2.** Feeling; refined or tender feeling. **3.** Thought or saying that expresses feeling. **4.** A personal opinion: *express one's sentiments.* **5.** A mental attitude.

• **ser·mon** (sėr′mən), *n.* [fr. L. *sermo* a speaking, discourse.] **1.** A public religious talk. **2.** A serious talk about morals, duty, etc. **3.** A long, tiresome speech: *He had to listen to a sermon on thrift from the banker.*

• **ses·sion** (sesh′ən), *n.* [fr. L. *sedere, sessum* to sit.] **1.** The sitting or a meeting of a court, council, legislature, etc., for the transaction of business. **2.** A series of such sittings. **3.** Term or period of such sittings. **4.** Period of lessons and study.

• **sheer**[1] (shēr), *adj.* [ME. *schere* pure, bright.] **1.** Very thin. **2.** Pure; unmixed with anything else: *sheer fright.* **3.** Straight up and down; steep. —*adv.* **1.** Completely; altogether. **2.** Very steeply.

• **sheer**[2] (shēr), *v.* [AS. *sceran.*] **1.** To turn aside; swerve. **2.** To cause to sheer. —*n.* **1.** A turning of a ship from its course. **2.** Upward curve of a ship's deck and lines, when viewed from the side. **3.** Position in which a ship at anchor is placed to keep her clear of the anchor.

• **sher·iff** (sher′if), *n.* [AS. *scir - gerefa.*] The chief law enforcement officer of a county.

• **shield** (shēld), *n.* [AS. *scild.*] **1.** Piece of armor carried on the arm to protect the body in battle. **2.** Anything used to protect; defense; shelter. **3.** Something shaped like a shield. —*v.* To serve as a shield; protect; defend: *His brother shielded him from punishment.*

• **sig·na·ture** (sig′nə chər), *n.* [fr. L. *signare, signatum* to mark.] **1.** A person's name written by himself. **2.** A writing of one's name. **3.** Signs at the beginning of a staff to show the key and time of a piece of music.

• **slen·der** (slen′dər), *adj.* [ME. *slendre.*] **1.** Small or narrow; thin; slim. **2.** Weak; slight: *slender hope.* **3.** Meager; inadequate: *She had a slender income.*

• **slight** (slīt), *adj.* [ME. *slight* level, smooth, flat.] **1.** Not much; small; slender; frail; flimsy. **2.** Silly; foolish. **3.** Scanty; meager. **4.** Insignificant. —*v.* **1.** To make light of. **2.** To neglect or ignore. —*n.* Act of neglect.

• **sol·emn** (sol′əm), *adj.* [fr. L. *sollus* all, entire + *annus* a year.] **1.** Highly serious; grave. **2.** Causing serious thoughts. **3.** Done with ceremony; stately; formal. **4.** Sacred. **5.** Gloomy; somber.

• **sol·vent** (sol′vənt), *adj.* **1.** Able to pay all that one owes. **2.** Able to dissolve: *Gasoline is a solvent liquid that removes grease.* —*n.* **1.** Substance that can dissolve other substances. **2.** Something that solves; a solution.

• **sought** (sôt). Past tense and past participle of verb *seek*, to try to find. Hunted; attempted; tried; searched.

• **sou·ve·nir** (sü′və nēr′),*n.* [F., to remember, fr. L. *subvenire* to come up, come to mind.] Something to remind one of a place, person, or thing; keepsake; remembrance.

• **spec·i·men** (spes′ə mən), *n.* [L., fr. *specere* to look, behold.] **1.** One of a group or class taken to show what others are like; sample. **2.** (Informal) An individual; a person: *He certainly was a queer specimen.*

• **speed·om·e·ter** (spēd om′ə tər), *n.* [fr. AS. *spēd* success, swiftness + Gr. *metron* measure.] An instrument to indicate speed.

• **splen·did** (splen′did), *adj.* [fr. L. *splendere* to shine.] **1.** Brilliant; magnificent. **2.** Very good; excellent: *a splendid opportunity.*

• **stat·ue** (stach′ü), *n.* [fr. L. *statua* an image.] Image of a person or animal carved in stone or wood, cast in bronze, or modeled in clay or wax.

• **strength** (strength or strengkth), *n.* [AS. *strengthu.*] **1.** Power; force; vigor. **2.** Power to resist or endure force. **3.** Force as measured in amounts, numbers, or power of any body: *strength of an army.* **4.** Degree of strength: *strength of a beverage.* **5.** Support; something that makes strong.

• **stub·born** (stub′ərn), *adj.* [probably fr. AS. *stubb* a stub.] **1.** Fixed in purpose and opinion. **2.** Hard to deal with or manage.

• **stu·di·ous** (stü′di əs or stū′di əs), *adj.* **1.** Fond of study. **2.** Showing careful consideration: *He made a studious effort to please.*

• **stu·pid** (stü′pid or stū′pid), *adj.* [fr. L. *stupere* to be stupified, to be struck senseless.] **1.** Not intelligent; dull. **2.** Not interesting. **3.** Insensible; being in a dazed state of mind. —*n.* A stupid person.

• **sub·ma·rine**[1] (sub′mə rēn′), *adj.* Placed, growing, or used below the surface of the sea: *submarine plants.*

• **sub·ma·rine**[2] (sub′mə rēn′), *n.* **1.** Boat that can operate under water. **2.** A submarine creature. —*v.* To attack or sink by a submarine.

• **sub·merge** (səb mėrj′), *v.* [fr. L. *sub* under + *mergere* to plunge.] **1.** To put under water; cover with water. **2.** To sink under water. **sub·merged, sub·merg·ing.**

• **sub·urb** (sub′ėrb), *n.* [F. *suburbe*, fr. L. *sub* under, below; near + *urbs* a city.] **1.** Town or village near a large city. **2.** (Plural) The residential districts just outside the boundaries of a city or town.

• **suc·ceed** (sək sēd′), *v.* [fr. L. *sub* + *cedere* to go along.] **1.** To have success. **2.** To come next after another: *Mary succeeded John as class president.* **3.** To follow another in order: *Summer succeeds spring.*

• **suf·fi·cient** (sə fish′ənt), *adj.* As much as is needed; enough; adequate.

• **sul·fur, sul·phur** (sul′fər), *n.* [L. *sulfur, sulphur.*] A light-yellow, non-metallic chemical element that burns with a blue flame and a stifling odor.

• **sum·ma·ry** (sum′ə ri), *n.* [fr. L. *summus* highest.] A brief statement giving the main points. *pl.* **sum·ma·ries.** —*adj.* **1.** Concise and comprehensive. **2.** Direct and prompt; without delay.

• **su·per·in·tend·ent** (sü′pər in ten′dənt), *n.* Person who has charge of some place, institution, or department.

• **su·per·la·tive** (sə pėr′lə tiv), *adj.* [fr. L. *superlatus* excessive.] **1.** Above all others; of the highest kind; supreme. **2.** Expressing the highest degree of comparison of an adverb or adjective. **3.** Exaggerated; excessive. —*n.* **1.** Person or thing above all others. **2.** Highest degree of an adverb or adjective. **3.** Form or combination of words showing this degree.

• **su·per·sti·tion** (sü′pər stish′ən), *n.* [fr. L. *super* over + *stare* to stand.] **1.** An unreasoning fear of what is unknown or mysterious. **2.** Belief or practice founded on ignorant fear or mistaken reverence.

• **surf** (sėrf), *n.* Waves or swell of the sea breaking upon the shore.

• **sur·ren·der** (sə ren′dər), *v.* [fr. F. *sur* over, above + *rendre* to give up.] To give up; yield. —*n.* Act of surrendering: *The army demanded unconditional surrender.*

• **sur·vey**[1] (sər vā′), *v.* [fr. F. *sur* over + *veoir* to see.] **1.** To look over; examine. **2.** To inspect. **3.** To measure for size, shape, position, boundaries: *The men surveyed the land before the building was started.*

• **sur·vey**[2] (sėr′vā or sər vā′), *n.* **1.** A general look; view. **2.** A written statement or description of this. **3.** A critical inspection to provide exact information. **4.** The operation of measuring for size, shape, position, and boundaries of any part of the earth's surface. **5.** The measured plan or description of any region. *pl.* **sur·veys.**

• **sus·pect**[1] (səs pekt′), *v.* [fr. L. *sub* + *specere* to look.] **1.** To imagine to be so: *The boy suspected danger, so he did not cross the bridge.* **2.** To imagine to be guilty, false, or bad, without proof. **3.** To have doubts of. **4.** To be suspicious.

• **sus·pect**[2] (sus′pekt or səs pekt′), *n.* One who is suspected.

• **sus·pect**[3] (səs pekt′ or sus′pekt), *adj.* Regarded with suspicion.

• **sus·pi·cion** (səs pish′ən), *n.* [fr. L. *sub* + *specere* to look.] **1.** State of mind of a person who suspects; mis-

trust; uncertainty. 2. Condition of suspecting. 3. An inkling; hint.

• **syl·la·ble** (sil'ə bəl), *n.* [fr. Gr. *syn* with + *lambanein* to take.] 1. Part of a word, uttered as a unit, consisting of a vowel alone or with one or more consonants. 2. Letter or group of letters representing a syllable in writing or printing. 3. The slightest bit.

• **sym·pa·thy** (sim'pə thi), *n.* [fr. Gr. *syn* with + *pathos* suffering, passion.] 1. A sharing of another's sorrow or trouble; compassion; pity. 2. Agreement in feeling; having the same feeling. 3. Agreement. *pl.* **sym·pa·thies.**

* t *

• **tar·get** (tär'git), *n.* 1. Mark for shooting at; thing aimed at. 2. Object of abuse, criticism. 3. A small shield.

• **te·di·ous** (tē'di əs, tēd'yəs, or tē'jəs), *adj.* [fr. L. *taedet* it disgusts, it wearies one.] Tiresome; boring.

• **tel·e·graph** (tel'ə graf), *n.* [fr. Gr. *tēle* far + *graphein* a writing.] Apparatus, system, or process for sending messages by electricity. —*v.* To send a message by telegraph.

• **tel·e·phone** (tel'ə fōn), *n.* [fr. Gr. *tēle* far + *phōnē* sound, voice.] Apparatus, system, or process for transmitting sound or speech by electricity. —*v.* To talk through a telephone. **tel·e·phoned, tel·e·phon·ing.**

• **tem·per·a·ture** (tem'pər ə chər), *n.* [L. *temperatura* due measure, proportion, temperament.] 1. Degree of heat or cold measured on a definite scale. 2. A body temperature higher than normal.

• **ter·race** (ter'is), *n.* [fr. L. *terra* the earth, land, country.] 1. A flat, raised piece of land; a raised level. 2. A flat roof of a house. 3. Street along the top or side of a flat, raised piece of land. 4. Row of houses along such a street. 5. (U.S.) A strip of park in the middle of a street. —*v.* To make or form into a terrace or terraces. **terraced, ter·rac·ing.**

• **ter·ri·to·ry** (ter'ə tô'ri), *n.* [fr. L. *terra* the earth.] 1. Land; region. 2. Land belonging to or under the rule of a government. 3. A district not admitted as a state, but having its own assembly. 4. An area assigned to a salesman. *pl.* **ter·ri·to·ries.**

• **tes·ti·mo·ny** (tes'tə mō'ni), *n.* [fr. L. *testis* a witness.] 1. Statement used for evidence or proof. 2. Evidence. 3. Open declaration of one's faith. *pl.* **tes·ti·mo·nies.**

• **tex·tile** (teks'təl or teks'tīl), *adj.* [fr. L. *texere* to weave.] 1. Woven. 2. Suitable for weaving. 3. Of or having to do with weaving or woven fabrics: *the textile industry.* —*n.* 1. A woven fabric. 2. Material suitable for weaving.

• **threat·en** (thret'ən), *v.* [AS. *thrēatnian.*] 1. To make a threat against; promise punishment. 2. To warn in words, looks, or signs; be a sign of possible evil or harm: *Black clouds threatened the city.* 3. To be a threat.

• **tire·some** (tīr'səm), *adj.* Tiring; wearisome; boring.

• **tomb** (tüm), *n.* [fr. Gr. *tymbos* sepulchral mound.] Grave, vault, or monument for the body of a dead person. —*v.* To put in a tomb; bury.

• **tooth·ache** (tüth'āk'), *n.* Pain in a tooth or in teeth.

• **tor·ture** (tôr'chər), *n.* [fr. L. *torquere, tortum* to twist, torture.] 1. Act of inflicting severe pain. 2. Very severe pain. 3. Something that causes pain. —*v.* 1. To cause severe pain to. 2. To twist the meaning of. 3. To twist or force out of its natural form: *The winds tortured the trees.* **tor·tured, tor·tur·ing.**

• **tour·na·ment** (tėr'nə mənt or tůr'nə mənt), *n.* [fr. F. *torneier* to tilt, tourney.] 1. Contest between armored knights on horseback to win a prize. 2. Contest of many persons in a large number of sports. 3. A battle; contest.

• **tra·di·tion** (trə dish'ən), *n.* [fr. L. *tradere* to give up, transmit.] 1. The oral handing down of beliefs, opinions, customs, etc., from parents to children. 2. The beliefs, opinions, etc., handed down in this way.

• **trag·e·dy** (traj'ə di), *n.* [fr. Gr. *tragos* he-goat + *ōidē* song.] 1. Serious play with an unhappy ending. 2. Plays of this type. 3. A very sad or terrible happening. *pl.* **trag·e·dies.**

• **trans·par·ent** (trans pãr'ənt), *adj.* [fr. L. *trans* across, through + *parere* to appear.] 1. Being able to transmit light so that bodies can be clearly seen through. 2. Easily seen through or detected. 3. Readily understood.

• **trans·por·ta·tion** (trans'pər tā'shən), *n.* [fr. L. *trans* + *portare* to carry.] 1. A transporting; a carrying. 2. State of being transported. 3. Means of transport. 4. Cost of transport. 5. Sending to another land as punishment.

• **tre·men·dous** (tri men'dəs), *adj.* [fr. L. *tremere* to tremble.] 1. Dreadful; terrifying. 2. (Informal) Very great; enormous; extraordinary.

• **tu·ber·cu·lo·sis** (tü bėr'kū lō'sis or tū bėr'kū lō'sis), *n.* [fr. L. *tuber* a lump, swelling + Gr. *osis* formation of.] An infectious disease, producing lumps and affecting various parts of the body but most often the lungs.

• **tur·pen·tine** (tėr'pən tīn), *n.* [fr. Gr. *terebinthos* the turpentine tree.] 1. A resinous oil obtained from various cone-bearing trees. 2. The oil of turpentine.

* u *

• **un·con·scious** (un kon'shəs), *adj.* 1. Not conscious. 2. Not meant; not intended: *an unconscious mistake.* 3. Not aware: *She was unconscious of the fact.*

• **u·ni·form** (ū'nə fôrm), *adj.* [fr. L. *unus* one + *forma* form.] 1. Always the same; not changing; steady. 2. All alike; similar. 3. Regular; even: *a uniform speed.* —*n.* Dress of a particular style worn by persons in the same

service, order, etc. —*v.* To clothe with a uniform.

• **u·nit** (ū′nit), *n.* [fr. L. *unus* one.] **1.** A single thing or person. **2.** Any group of things or persons considered as one. **3.** A standard quantity or amount. **4.** The smallest whole number; one.

• **u·ni·ver·si·ty** (ū′nə vėr′sə ti), *n.* [fr. L. *unus* one + *vertere* to turn, combined into one whole.] An institution for teaching and study in the higher branches of learning. *pl.* **u·ni·ver·si·ties.**

• **u·ra·ni·um** (ū rā′ni əm), *n.* [fr. L. *Uranus* the planet.] A heavy, hard, white, radio-active metallic element.

• **urge** (ėrj), *v.* [L. *urgere* to press, push.] **1.** To push; drive; force. **2.** To try to persuade with arguments. **3.** To plead or argue earnestly for. **urged, urg·ing.** —*n.* **1.** A driving force or impulse. **2.** Act of urging: *He had an urge to sing.*

• **u·ti·lize** (ū′tə līz), *v.* [fr. L. *uti* to use.] To make use of; turn to profitable account or use: *We must utilize our natural resources.* **u·ti·lized, u·ti·liz·ing.**

* v *

• **vac·ci·na·tion** (vak′sə nā′shən), *n.* [fr. L. *vacca* a cow.] Act or process of inoculating with cowpox vaccine to prevent an attack of smallpox.

• **vac·u·um** (vak′ū əm), *n.* [fr. L. *vacuus* empty.] **1.** An empty space, without even air in it; a void. **2.** Space from which almost all air, gas, etc., has been removed. *pl.* **vac·u·ums** or **vac·u·a.** —*adj.* Operated by suction or a partial vacuum: *vacuum cleaner.* —*v.* (Informal) To clean with a vacuum cleaner.

• **van·i·ty** (van′ə ti), *n.* [fr. L. *vanus* empty, vain.] **1.** Too much pride in one's self. **2.** Worthlessness. **3.** A useless, idle, or worthless thing. **4.** Emptiness; falsity. **5.** A small case for cosmetics, etc. **6.** A dressing table. *pl.* **van·i·ties.**

• **va·por** (vā′pər), *n.* [fr. L. *vapor.*] **1.** Moisture in the air that can be seen; fog; mist. **2.** A gas formed from a liquid or a solid. **3.** Something without substance. —*v.* **1.** To give out vapors. **2.** To brag; bluster; write or speak in an extravagant manner.

• **ves·sel** (ves′əl), *n.* [fr. L. *vas* vessel.] **1.** A ship. **2.** A hollow container for holding something. **3.** Tube carrying blood or other fluid.

• **vi·cin·i·ty** (və sin′ə ti), *n.* [fr. L. *vicus* a group of houses, a village.] **1.** Region near or about; neighborhood. **2.** Nearness in place; closeness. *pl.* **vi·cin·i·ties.**

• **vil·lain** (vil′ən), *n.* [fr. L. *villa* a farm, country house.] A very wicked person; rascal.

• **vi·ta·min** (vī′tə min), *n.* [L. *vita* life.] Any of certain special substances, found in various foods, and required for the normal growth and nourishment of the body. —*adj.* Of or having to do with vitamins.

• **vo·ca·tion** (vō kā′shən), *n.* [fr. L. *vocare* to call.] **1.** Occupation; regular employment; business; profession; trade. **2.** Inner call or summons: *She had a vocation to the religious life.*

• **vol·ume** (vol′ūm), *n.* [fr. L. *volvere* to roll.] **1.** A book. **2.** Book forming part of a set or series. **3.** Space occupied. **4.** Amount; quantity. **5.** Amount of sound; fullness of tone.

* w *

• **ware** (wār), *n.* [AS. *waru.*] **1.** Articles of merchandise; goods. **2.** Pottery; earthenware.

• **war·rant** (wôr′ənt), *n.* [fr. F. *warant* a warrant, a defender.] **1.** That which gives a right; authorization. **2.** A written order giving authority for something. **3.** A guarantee; a pledge. **4.** Justification; foundation. **5.** Official certificate of appointment issued to a noncommissioned officer in the army or navy. —*v.* **1.** To authorize. **2.** To justify: *Nothing can warrant such actions.* **3.** To guarantee; pledge.

• **weird** (wērd), *adj.* [AS. *wyrd* fate, destiny.] **1.** Relating to witchcraft; mysterious; unearthly. **2.** Having to do with fate or destiny. **3.** (Informal) Odd; fantastic; queer.

• **wel·fare** (wel′fâr′), *n.* [fr. ME. *wel* well + *fare* to go.] Health, happiness, or prosperity; state of being well.

• **wil·der·ness** (wil′dər nis), *n.* [fr. AS. *wilddēor* wild beast.] **1.** A wild place; region with no people living in it. **2.** A bewildering mass or collection.

• **wind·shield** (wind′shēld′), *n.* Sheet of glass to keep the wind off the occupants of a vehicle.

• **with·er** (wiŦH′ər), *v.* [ME. *wideren* to weather.] **1.** To dry up; shrivel; lose or cause to lose freshness, vigor, etc. **2.** To shrink or decay from lack of moisture. **3.** To cause to feel ashamed or confused: *She withered him with a glance.*

• **wrought** (rôt). Past tense and past participle of verb *work.* Hence: *adj.* **1.** Made; fashioned; formed. **2.** Formed with care; ornamented. **3.** Manufactured or treated; not in a raw state. **4.** Of metals, formed by hammering.

* y *

• **your·selves** (ūr selvz′), *pron.* **1.** An emphasized form of the pronoun of the second person. **2.** Your true, normal selves, *sing.* **your·self.**

ALPHABETICAL WORD LIST

The number after each word indicates the number of the unit in which the word is taught.

abandon 10
absence 10
absolute 7
abuse 10
access 25
accident 20
accommodate 32
accordance 16
accuse 10
accustom 32
achieve 31
acknowledge 28
acquire 9
additional 19
adjective 23
adjourn 23
adjustment 15
administration 16
admiration 13
adult 27
advantage 22
adverb 3
advertise 10
advertisement 15
aerial 28
affair 3
affectionate 32
afford 2
agency 8
agent 5
agreement 15
agriculture 17
aircraft 1
alarm 5
alien 31
allegiance 16
allowance 15
altar 26
altogether 32
amateur 27
amazement 15
ambition 14
ambulance 33
amendment 15
ammunition 14
analyze 9
ancestors 29
annexation 14
anniversary 20
announce 2
annual 19
antecedent 20
anticipate 9
antitoxin 35
anxiety 8
apartment 16
apologize 9
apparatus 7
apparent 32
appeal 3
appear 2
appearance 15
appendicitis 34
appetite 32
application 13
appreciation 13
appropriate 17
approval 19
approximate 17
architecture 35
arouse 9
arrest 3
artificial 19
ascend 29
assembly 8
assignment 15
assistant 20
association 13
assortment 16
athletic 27
atmosphere 35
attempt 2
attorney 32
authority 22
auxiliary 27
available 21
bacteria 35
bail 26
basin 4
basis 4
behalf 23
berth 26
biology 35
biscuit 28
bomb 23
bonnet 5
bonus 4
bookkeeper 1
borne 26
boulevard 33
boundary 27
bouquet 27
brilliant 20
broadcast 1
brunette 33
bugle 33
bulletin 32
burden 2
bureau 33
burst 25
cactus 5
calendar 28
camouflage 33
campaign 23
campus 3
canary 34
candidate 34
cannon 5
canvas 26
capable 21
capacity 22
caravan 33
carbohydrates 35
carriage 22
cartoon 25
caution 14
cavity 22
cease 29
ceiling 31
celery 25
cemetery 29
census 29
century 8
cereal 26
ceremony 8
chairman 1
challenge 34
character 35
charity 22
charter 3
chauffeur 33
chemical 19
choral 26
chords 26
cider 5
cigarette 33
cinch 29
cinder 29
cinnamon 7
circular 29
circumference 34
cluster 5
comedy 8
comfortable 21
commencement 15
commercial 19
commission 13
committee 32
communication 13
comparison 10
compass 2
compete 9
complaint 10
complexion 16
compliment 25
compound 2
compromise 9
conceal 10
condemn 23
conductor 16
confederation 16
confident 20
confirm 10
conflict 10
confuse 10
conjunction 16
conscious 29
conserve 9
considerable 21
consideration 13
contribute 10
controversy 23
convenience 16
convey 25
convict 10
corps 26
correspondence 15
coupon 27
courteous 21
create 9
creature 17
crisis 4
croquet 33
cruise 26
crusade 5
crystal 5
cucumber 7
curiosity 22
curve 9
cylinder 29
deceive 31
decomposition 16
decrease 11
delegate 17
delicious 21
demonstrate 9
deny 4
desperate 28
despise 11
destination 14
detect 11
detective 34
device 25
devote 11
diameter 35
diamond 27
diary 25
dictator 15
difference 15
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